# Level 3 Certificate in Enhanced Employability Skills (7591-31)

**October 2017 Version 1.1**

City&
Guilds

# Qualification at a glance

| Subject area | Employability and personal learning at work |
|---|---|
| City & Guilds number | 7591 |
| Age group approved | 16-18; 19+ |
| Entry requirements | None |
| Assessment | Portfolio |
| Support materials | Qualification handbook<br>Candidate workbook |
| Registration and certification | Consult the Walled Garden/Online Catalogue for last dates |

| Title and level | GLH | TQT | City & Guilds number | Accreditation number |
|---|---|---|---|---|
| Level 3 Certificate in Enhanced Employability Skills | 115 | 150 | 7591-31 | 601/1856/8 |

| Version and date | Change detail | Section |
|---|---|---|
| 1.1 October 2017 | Added GLH and TQT details | Qualification at a glance and Introduction |
| | Removed QCF | Appendix 1 and 2 |

# Contents

# 1    Introduction

This document tells you what you need to do to deliver the qualification:

| Area | Description |
| --- | --- |
| Who is the qualification for? | It is for learners who want to enhance their careers within and across a wide range of sectors. |
| What does the qualification cover? | It allows learners to learn, develop and practise the skills required for employment and/or career progression. |
| Is the qualification part of a framework or initiative? | No |
| Who did we develop the qualification with? | It was developed in association with the Army. |
| What opportunities for progression are there? | This qualification is designed to enhance employability and facilitate further progression along any chosen career path. |

## Structure

To achieve the **Level 3 Certificate in Employability and Communication Skills (7591-31)**, learners must achieve **15** credits from the mandatory units, listed in the table below.

| Unit accreditation number | City & Guilds unit number | Unit Level | Unit title | Credit value | GLH |
|---|---|---|---|---|---|
| **Mandatory** | | | | | |
| J/600/0840 | 204 | 2 | Understanding employment rights and responsibilities | 2 | 15 |
| K/600/7795 | 211 | 2 | Teamworking skills | 3 | 20 |
| D/505/4456 | 290 | 2 | Communication in the workplace | 2 | 16 |
| R/600/1764 | 301 | 3 | Understanding the employing organisation | 3 | 23 |
| J/502/5775 | 308 | 3 | Managing a work-life balance | 1 | 10 |
| Y/502/5652 | 314 | 3 | Planning for professional development | 2 | 15 |
| T/502/5772 | 319 | 3 | Recognition and resolution of bullying in the workplace | 1 | 10 |
| M/505/6454 | 330 | 3 | Understand organisational values and standards | 1 | 6 |

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| Title and level | GLH | TQT |
|---|---|---|
| Level 3 Certificate in Enhanced Employability Skills | 115 | 150 |

# 2 Centre requirements

## Approval

If your Centre has previously been approved to offer the 7546 Employability and Personal Development qualifications, your centre will receive automatic approval to offer 7591.

Centres not already approved to offer City & Guilds qualifications will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of these qualifications before designing a course programme.

## Centre staffing

There are no specific qualification requirements for staff delivering these qualifications, although must have relevant experience and understanding of the outcomes and criteria for any units they will be involved in teaching, assessing or internally quality assuring (formerly known as internal verification). All staff must be familiar with the assessment and internal quality assurance process.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

## Assessors and internal quality assurers (formerly internal verifiers)

Assessor/Verifier (A/V) units are valued as qualifications for centre staff, but they are not a requirement for the qualifications.

## Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

## Age restrictions

These qualifications are approved for 16 – 18, and 19 + learners. There are no age limits attached to learners undertaking the qualification unless this is a legal requirement of the process or the environment.

# 3   Delivering the qualification

## Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

## Support materials

The following resources are available for these qualifications:

| Description | How to access |
| --- | --- |
| Candidate workbook | please see the website pages for 7591 at **www.cityandguilds.com** |

## Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

# 4    Assessment

## Assessment of the qualification

Learners must have a completed portfolio of evidence for each unit.

All 7591-31 units are assessed by portfolio.
MoD learners can access a workbook from City & Guilds see details in Learning Centres.

## Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

Unless stated otherwise in the unit pack, prior learning may be used towards these qualifications, although must be re-assessed against the relevant assessment criteria.

# 5    Units

## Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria.

| Unit 204 | Understanding employment rights and responsibilities |
|---|---|

| | |
|---|---|
| **UAN:** | J/600/0840 |
| **Level:** | 2 |
| **Credit value:** | 2 |
| **GLH:** | 15 |
| **Aim:** | This unit covers the knowledge and understanding that employees require concerning employment law and industry specific legislation that apply to their jobs, key documents relating to their employment and employment procedures they should follow at work. |

| **Learning outcome** |
|---|
| The learner will: |
| 1. know their employment rights and responsibilities under the law. |
| **Assessment criteria** |
| The learner can: |
| 1.1 describe their rights and responsibilities in terms of: |
|     a. contracts of employment |
|     b. anti-discrimination legislation |
|     c. working hours and holiday entitlements |
|     d. sickness absence and sick pay |
|     e. data protection |
|     f. health and safety |
| 1.2 outline the rights and responsibilities of the employer |
| 1.3 describe the health and safety legal requirements relevant to their organisation |
| 1.4 outline the implications of health and safety legal requirements for their own job role. |

| Learning outcome |
| --- |
| The learner will: |
| 2.  understand documents relevant to their employment. |
| **Assessment criteria** |
| The learner can: |
| 2.1    explain the main terms and conditions of a contract of employment |
| 2.2    outline the contents and purpose of a job description |
| 2.3    describe the types of information held on personnel records |
| 2.4    describe how to update information held on personnel records |
| 2.5    interpret the information shown on a pay slip or other statement of earnings. |

| Learning outcome |
| --- |
| The learner will: |
| 3.  know key employment procedures at work. |
| **Assessment criteria** |
| The learner can: |
| 3.1    describe the procedures to follow if someone needs to take time off |
| 3.2    describe the procedures to follow if there is a grievance |
| 3.3    describe the procedures to follow if there is evidence of discrimination or bullying |
| 3.4    identify sources of information and advice on employment issues: <br> a.  internal to their organisation <br> b.  external to their organisation. |

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# Unit 211          Teamworking skills

| | |
|---|---|
| **UAN:** | **K/600/7795** |
| **Level:** | 2 |
| **Credit value:** | 3 |
| **GLH:** | 20 |
| **Aim:** | The aim of this unit is to help the learner understand the roles people may take within teams and be able to work with others towards achieving shared objectives. |

| **Learning outcome** |
|---|
| The learner will: |
| 1.  understand why effective teamwork is important. |
| **Assessment criteria** |
| The learner can: |
| 1.1    define effective teamwork |
| 1.2    describe the advantages and disadvantages of teamwork for a given situation. |

| **Learning outcome** |
|---|
| The learner will: |
| 2.  understand the roles people may take in a teamwork situation. |
| **Assessment criteria** |
| The learner can: |
| 2.1    give examples of formally allocated roles |
| 2.2    give examples of less formal roles |
| 2.3    describe the impact these roles could have on the way a team works and on members of the team. |

| Learning outcome |
| --- |
| The learner will: |
| 3.  understand the role of conflict. |
| **Assessment criteria** |
| The learner can: |
| 3.1    list factors that could contribute to conflict in a team |
| 3.2    explain how conflicting views could be an advantage |
| 3.3    suggest ways to manage and resolve conflict. |

| Learning outcome |
| --- |
| The learner will: |
| 4.  understand what needs to be done to achieve a particular goal. |
| **Assessment criteria** |
| The learner can: |
| 4.1    explain the overall goal and objectives of the team |
| 4.2    identify own strengths, skills and experiences relevant to the teamwork situation |
| 4.3    describe his/her own role as part of the team. |

| Learning outcome |
| --- |
| The learner will: |
| 5.  work with others towards achieving shared objectives. |
| **Assessment criteria** |
| The learner can: |
| 5.1    agree an action plan of individual and group activities needed to achieve the objectives |
| 5.2    clarify action plan if necessary |
| 5.3    identify who to ask for help if he/she needs it |
| 5.4    carry out the individual and group activities as agreed |
| 5.5    motivate the team to achieve its objectives |
| 5.6    provide feedback in an appropriate and constructive manner |
| 5.7    receive and respond to constructive feedback. |

| Learning outcome |
| --- |
| The learner will: |
| 6.  reflect on own performance and that of the team. |
| **Assessment criteria** |
| The learner can: |
| 6.1    reflect on his/her own performance and the performance of the team |
| 6.2    suggest ways of improving own team working skills. |

# Unit 290    Communication in the workplace

| | |
|---|---|
| **UAN:** | D/505/4456 |
| **Level:** | 2 |
| **Credit value:** | 2 |
| **GLH:** | 16 |
| **Aim:** | This unit focuses on the development of essential communication skills for the workplace. The learning covers positive verbal and non-verbal communication and written skills, including appropriate use of language, tone and register. |

| **Learning outcome** |
|---|
| The learner will: |
| 1.  understand the importance of effective verbal communication in the workplace. |
| **Assessment criteria** |
| The learner can: |
| 1.1   describe the importance of effective verbal communication with colleagues in the workplace |
| 1.2   describe the importance of positive verbal communication with customers or clients. |

| **Learning outcome** |
|---|
| The learner will: |
| 2.  understand the importance of non-verbal communication in the workplace. |
| **Assessment criteria** |
| The learner can: |
| 2.1   describe, giving examples, what is meant by non-verbal communication |
| 2.2   describe the importance of non-verbal communication in face-to- |
| 2.3   face interaction |
| 2.4   describe the importance of clarity, tone, pace and manner when communicating by telephone. |

| Learning outcome |
| --- |
| The learner will: |
| 3. be able to demonstrate positive verbal and non-verbal interaction. |
| **Assessment criteria** |
| The learner can: |
| 3.1 demonstrate appropriate ways of communicating verbally<br>3.2 listen and respond to others, acknowledging their right to hold opinions that differ from own<br>3.3 demonstrate ways in which non-verbal communication can be used positively to support face-to-face communication. |

| Learning outcome |
| --- |
| The learner will: |
| 4. be able to produce positive written communications in the workplace. |
| **Assessment criteria** |
| The learner can: |
| 4.1 produce written business communications in different formats, using language, tone and register appropriate to the recipient and the formality of the situation. |

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## Unit 301　Understanding the employing organisation

| | |
|---|---|
| **UAN:** | R/600/1764 |
| **Level:** | 3 |
| **Credit value:** | 3 |
| **GLH:** | 23 |
| **Aim:** | This unit covers the knowledge and understanding that employees require concerning: |

- the aims, objectives and structure of their organisation
- the contribution they can make to the organisation's objectives
- opportunities for professional and career development in the organisation.

| **Learning outcome** |
|---|
| The learner will: |
| 1.   understand the structure of their organisation. |
| **Assessment criteria** |
| The learner can: |
| 1.1    describe the main functions in their organisation |
| 1.2    describe how the main functions in their organisation are staffed and organised |
| 1.3    describe the communication channels in their organisation |
| 1.4    describe the lines of control and accountability in their organisation. |

| **Learning outcome** |
|---|
| The learner will: |
| 2.   understand key aims and objectives of their organisation. |
| **Assessment criteria** |
| The learner can: |
| 2.1    explain the importance of an organisation having a business plan |
| 2.2    describe their organisation's key aims and objectives (for example, |
| 2.3    mission, core aims and values) |
| 2.4    describe how their organisation measures the achievement of key |
| 2.5    aims and objectives |
| 2.6    identify their organisation's key performance indicators. |

| Learning outcome |
| --- |
| The learner will: |
| 3. understand their own contribution to their organisation's key aims and objectives. |
| **Assessment criteria** |
| The learner can: |
| 3.1 evaluate the importance of an organisation managing the performance of its staff<br>3.2 describe the objectives of their job role<br>3.3 explain how the objectives of their job role contribute to the organisation's key aims and objectives<br>3.4 explain how their own performance is evaluated and developed<br>3.5 analyse the contribution they can make to the evaluation and development of their performance. |

| Learning outcome |
| --- |
| The learner will: |
| 4. understand the opportunities for entry, professional development and progression within their organisation. |
| **Assessment criteria** |
| The learner can: |
| 4.1 explain the importance of continuing professional development<br>4.2 evaluate the organisation's processes for recruitment<br>4.3 evaluate the organisation's processes for induction<br>4.4 evaluate the organisation's processes for training and development<br>4.5 evaluate the opportunities and requirements for career progression for staff within their organisation. |

# Unit 308 Managing a work-life balance

| UAN: | J/502/5775 |
|---|---|
| **Level:** | 3 |
| **Credit value:** | 1 |
| **GLH:** | 10 |
| **Aim:** | This unit covers the knowledge and understanding that employees require concerning:<br>• the benefits of a positive work-life balance<br>• stress management<br>• strategies for maintaining a positive work-life balance. |

| **Learning outcome** |
|---|
| The learner will: |
| 1.  know about a work-life balance. |
| **Assessment criteria** |
| The learner can:<br>1.1    describe ways employers provide work-life balance<br>1.2    outline the benefits of work-life balance to employers and employees. |

| **Learning outcome** |
|---|
| The learner will: |
| 2.  understand the impact of stress on the work-life balance. |
| **Assessment criteria** |
| The learner can:<br>2.1    explain the effects of stress on work-life balance<br>2.2    describe how to manage stress. |

| **Learning outcome** |
|---|
| The learner will: |
| 3.  be able to manage a work-life balance. |
| **Assessment criteria** |
| The learner can:<br>3.1    outline strategies to use when planning a work-life balance. |

## Unit 314 Planning for professional development

| | |
|---|---|
| **UAN:** | Y/502/5652 |
| **Level:** | 3 |
| **Credit value:** | 2 |
| **GLH:** | 15 |
| **Aim:** | This unit covers the knowledge and understanding that employees require concerning:<br>• their own strengths and weakness<br>• identifying opportunities for professional development |

| Learning outcome |
|---|
| The learner will: |
| 1. know how to identify strengths and needs for own role. |
| **Assessment criteria** |
| The learner can: |
| 1.1 describe skills, qualities and experience which are needed in own role |
| 1.2 using appropriate tools and techniques identify own strengths for own role |
| 1.3 using appropriate tools and techniques identify own needs for own role. |

| Learning outcome |
|---|
| The learner will: |
| 2. understand opportunities for professional development. |
| **Assessment criteria** |
| The learner can: |
| 2.1 describe own professional needs |
| 2.2 explain opportunities available for professional development |

| Learning outcome |
|---|
| The learner will: |
| 3. be able to produce a professional development plan. |
| **Assessment criteria** |
| The learner can: |
| 3.1 complete a professional development plan. |

# Unit 319 Recognition and resolution of bullying in the workplace

| | |
|---|---|
| **UAN:** | **T/502/5772** |
| **Level:** | 3 |
| **Credit value:** | 1 |
| **GLH:** | 10 |
| **Aim:** | This unit covers the knowledge and understanding that employees require concerning:<br><br>• bullying and its effects within the workplace<br><br>• dealing with bullying in the workplace |

| **Learning outcome** |
|---|
| The learner will: |
| 1.  understand the effects of bullying in an organisation. |
| **Assessment criteria** |
| The learner can: |
| 1.1    describe bullying behaviour in an organisation |
| 1.2    explain the effects of bullying in an organisation on individuals and employers. |

| **Learning outcome** |
|---|
| The learner will: |
| 2.  know about resolution of bullying in an organisation. |
| **Assessment criteria** |
| The learner can: |
| 2.1    describe how employers combat bullying in an organisation |
| 2.2    describe what action an individual could take to deal with bullying in the organisation. |

# Unit 330 Understand organisational values and standards

| | |
|---|---|
| **UAN:** | **M/505/6454** |
| **Level:** | 3 |
| **Credit value:** | 1 |
| **GLH:** | 6 |
| **Aim:** | This unit covers the knowledge and understanding that employees require concerning: <ul><li>the meaning of organisational values and standards</li><li>how values and standards impact on organisational performance</li><li>how values and standards impact on individual behaviour</li></ul> |

| **Learning outcome** |
|---|
| The learner will: |
| 1. understand the principles of values and standards in an organisation. |
| **Assessment criteria** |
| The learner can: |
| 1.1 explain what is meant by 'values' |
| 1.2 explain what is meant by 'standards' |
| 1.3 describe the standards of an organisation |
| 1.4 explain the factors that influence and organisations behaviour. |

| **Learning outcome** |
|---|
| The learner will: |
| 2. understand the impact of values and standards on organisational performance. |
| **Assessment criteria** |
| The learner can: |
| 2.1 explain how organisational values influence organisational behaviour |
| 2.2 explain the role of leadership in influencing group behaviour describe the characteristics of a group with strong values and standards |
| 2.3 describe the characteristics of a group with weak values and standards. |

| Learning outcome |
|---|
| The learner will: |
| 3. understand the impact of values and standards on individual behaviour. |
| **Assessment criteria** |
| The learner can: |
| 3.1 explain how organisational values influence individual behaviour |
| 3.2 explain how individual values can influence the behaviours of a group |
| 3.3 explain the role of the following in contributing towards organisational effectiveness: |
|     a. lawful behaviour |
|     b. professional behaviour |
| 3.4 explain the impact of individual behaviour on the reputation of an organisation. |

# Appendix 1 Relationships to other qualifications

**Links to other qualifications**

This qualification has connections to the:

7591-03 Level 3 Award in Employment and Personal Learning at Work (600/2840/3)

7591-03 Level 3 Extended Award in Employment and Personal Learning at Work (600/2841/5)

7591-03 Level 3 Certificate in Employment and Personal Learning at Work (600/2958/4)

**Literacy, language, numeracy and ICT skills development**

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

# Appendix 2    Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

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# Useful contacts

| | |
|---|---|
| **UK learners**<br>**General qualification information** | **T: +44 (0)844 543 0033**<br>**E: learnersupport@cityandguilds.com** |
| **International learners**<br>General qualification information | T: +44 (0)844 543 0033<br>F: +44 (0)20 7294 2413<br>E: **intcg@cityandguilds.com** |
| **Centres**<br>Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **centresupport@cityandguilds.com** |
| **Single subject qualifications**<br>Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>F: +44 (0)20 7294 2404 (BB forms)<br>E: **singlesubjects@cityandguilds.com** |
| **International awards**<br>Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **intops@cityandguilds.com** |
| **Walled Garden**<br>Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: **walledgarden@cityandguilds.com** |
| **Employer**<br>Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993<br>E: **business@cityandguilds.com** |
| **Publications**<br>Logbooks, Centre documents, Forms, Free literature | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413 |

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

**City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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