

7591 Employability for Apprentices Level 3 and 4 Unit Pack

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UNIT PACK



Qualification at a glance

Subject area	Employability for Apprentices
City & Guilds number	7591
Age group approved	All
Entry requirements	Level 2
Assessment	Learner portfolio
Fast track	Automatic approval for 7546 centres
Support materials	Centre handbook Unit packs
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates



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1 Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of units

Unit Number	Unit Title	Credits	QCF unit number
301	Level 3 Understanding the employing organisation	3	R/600/1764
302	Level 3 Career development	2	L/502/5616
303	Level 3 Coaching skills for the workplace	2	D/502/5765
304	Level 3 Developing confidence for work	1	F/502/5645
305	Level 3 Employment opportunities and career progression	1	D/602/4528
306	Level 3 Giving and receiving feedback	2	J/502/5761
307	Level 3 Manage own learning	1	R/602/4557
308	Level 3 Managing a work-life balance	1	J/502/5775
309	Level 3 Mentoring skills for the workplace	2	K/502/5770
310	Level 3 Negotiation skills and persuasion in the workplace	2	J/502/5758

311	Level 3 Organising and chairing meetings	1	R/502/5648
312	Level 3 Participating through team leading	1	D/602/4559
313	Level 3 Personal skills for leadership	1	Y/502/5649
314	Level 3 Planning for professional development	2	Y/502/5652
315	Level 3 Preparing for a Level 3 Apprenticeship	1	L/602/4525
316	Level 3 Preparing for work placement	1	M/502/5642
317	Level 3 Presentations for work	1	R/502/5651
318	Level 3 Project management skills	1	H/502/5783
319	Level 3 Recognition and resolution of bullying in the workplace	1	T/502/5772
320	Level 3 Reflecting on work placement	1	T/502/5643
321	Level 3 Reviewing professional development	1	K/502/5753
322	Level 3 Skills for a portfolio career	1	M/502/5785
323	Level 3 Skills for starting a business	1	T/502/5786
324	Level 3 Strategies to improve job interview skills	2	J/502/5632
325	Level 3 Understanding employment rights and responsibilities	2	J/602/4524
326	Level 3 Using research skills to solve problems	1	R/602/4560
401	Level 4 Preparing for a higher Apprenticeship	1	F/602/4523

Unit 301

Level 3 Understanding the employing organisation

UAN:	R/600/1764
Level:	Level 3
Credit value:	3
GLH:	23
Aim:	<p>This unit covers the knowledge and understanding that employees require concerning:</p> <ul style="list-style-type: none">• 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, mission, core aims and values) 2.3 Describe how their organisation measures the achievement of key aims and objectives 2.4 Identify their organisation's key performance indicators

Range
Importance Communication with stakeholders, clear focus and direction, aids planning, assisting in monitoring performance
Measures Eg survey, stakeholder meeting, business/action plan

Key performance indicators

Financial: growth, expansion, break even, maximum profit, reduce expenditure

Non-financial: health and safety, health and wellbeing, sport development, community development, public service, increased participation, inclusion (disability, race, age, gender, culture)

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

3.2 Describe the objectives of their job role

3.3 Explain how the objectives of their job role contribute to the organisation's key aims and objectives

3.4 Explain how their own performance is **evaluated** and **developed**

3.5 Analyse the contribution they can make to the **evaluation** and **development** of their performance

Range**Importance**

Staff retention/motivation, efficiency/effectiveness

Evaluated/evaluation

Personal development review (PDR), observation, feedback, one-to-one's

Developed/development

Mentoring, shadowing

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

4.2 Evaluate the organisation's processes for recruitment

4.3 Evaluate the organisation's processes for induction

4.4 Evaluate the organisation's processes for **training** and **development**

4.5 Evaluate the opportunities and **requirements** for career progression for staff within their organisation

Range
Importance Staff retention/motivation, customer satisfaction, efficiency/effectiveness
Training In-house training, day release to college, work-based learning, distance learning, gaining qualifications, refresher course
Development Work experience, job rotation, secondment, mentoring, shadowing, community engagement
Requirements Qualifications, personal and technical skills, personal qualities, experience

Unit 302

Level 3 Career development

UAN:	L/502/5616
Level:	Level 3
Credit value:	2
GLH:	15
Aim:	

Learning outcome
The learner will: 1. Know how to use careers information
Assessment criteria
The learner can: 1.1 Select careers information from a variety of sources for personal use 1.2 Describe emerging trends impacting on careers

Learning outcome
The learner will: 2. Understand your career attributes
Assessment criteria
The learner can: 2.1 Analyse a careers diagnostic test 2.2 Describe own career attributes

Learning outcome
The learner will: 3. Be able to sample career choices
Assessment criteria
The learner can: 3.1 Plan options for work experience and training

Learning outcome
The learner will: 4. Be able to plan a career pathway
Assessment criteria
The learner can: 4.1 Produce a career development plan

Unit 303

Level 3 Coaching skills for the workplace

UAN: D/502/5765

Level: Level 3

Credit value: 2

GLH: 15

Aim:

Learning outcome

The learner will:

1. Know the value of coaching to the coach, coachee and stakeholder

Assessment criteria

The learner can:

- 1.1 Define the purpose of coaching
- 1.2 Explain the benefits of coaching to the coach, coachee and stakeholder

Learning outcome

The learner will:

2. Understand what characteristics and skills are required to be a coach and coachee

Assessment criteria

The learner can:

- 2.1 Outline the characteristics and skills of a coach
- 2.2 Outline the characteristics and skills of a coachee

Learning outcome

The learner will:

3. Be able to coach

Assessment criteria

The learner can:

- 3.1 Demonstrate coaching skills
- 3.2 Review coaching performance

Unit 304

Level 3 Developing confidence for work

UAN: F/502/5645

Level: Level 3

Credit value: 1

GLH: 10

Aim:

Learning outcome

The learner will:

1. Understand the importance of confidence for work

Assessment criteria

The learner can:

- 1.1 Describe examples of confident behaviour for work
- 1.2 Explain benefits of confidence for work

Learning outcome

The learner will:

2. Understand how confidence is supported by assertive behaviour

Assessment criteria

The learner can:

- 2.1 Describe examples of assertive behaviour
- 2.2 Explain how behaving assertively develops confidence

Learning outcome

The learner will:

3. Be able to develop confidence for work

Assessment criteria

The learner can:

- 3.1 Develop a plan to improve own confidence for work, using a SWOT analysis

Unit 305

Level 3 Employment opportunities and career progression

UAN:	D/602/4528
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	

Learning outcome
The learner will: 1. Understand the key features of a vocational sector
Assessment criteria
The learner can: 1.1 Explain the contribution that a vocational sector makes to the economy and society 1.2 Analyse factors causing change in a vocational sector 1.3 Explain the roles of key organisations in a vocational sector

Learning outcome
The learner will: 2. Understand the key features of a vocational subsector
Assessment criteria
The learner can: 2.1 Define the main subsectors and their roles within a vocational sector 2.2 Describe the composition of a vocational subsector in terms of public, private and voluntary organisations 2.3 Assess the local impact of a subsector in terms of employment and participation

Learning outcome
The learner will: 3. Be able to establish own employment and career opportunities in a vocational sector
Assessment criteria
The learner can: 3.1 Explain the main job roles within a vocational sector 3.2 Explain potential career pathways and their requirements in a vocational sector 3.3 Assess possibilities for further training within a vocational sector 3.4 Plan own career development drawing on sources of advice and guidance and knowledge of the vocational sector

Unit 306

Level 3 Giving and receiving feedback

UAN: J/502/5761

Level: Level 3

Credit value: 2

GLH: 15

Aim:

Learning outcome

The learner will:

1. Know about constructive feedback

Assessment criteria

The learner can:

- 1.1 Describe feedback
- 1.2 Outline reasons for avoiding giving and receiving feedback
- 1.3 Outline the benefits of constructive feedback

Learning outcome

The learner will:

2. Understand skills required to give and receive feedback

Assessment criteria

The learner can:

- 2.1 Describe techniques for giving feedback
- 2.2 Identify skills required to give feedback
- 2.3 Identify skills for receiving feedback

Learning outcome

The learner will:

3. Be able to give and receive feedback

Assessment criteria

The learner can:

- 3.1 Demonstrate skills required to give feedback
- 3.2 Demonstrate skills required to receive feedback

Learning outcome

The learner will:

4. Be able to analyse own skills in giving and receiving feedback

Assessment criteria

The learner can:

- 4.1 Analyse own skills in giving and receiving feedback
- 4.2 Recommend, with reasons, improvements to own skills when giving and receiving feedback

Unit 307

Level 3 Manage own learning

UAN:	R/602/4557
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	

Learning outcome
The learner will: 1. Be able to organize and manage own learning goals
Assessment criteria
The learner can: 1.1 Analyse own skills and learning requirements 1.2 Set SMART learning goals to enable learning to be completed on time and to a high standard 1.3 Plan responses to risks to learning not being completed on time 1.4 Set goals to manage commitments in work and personal life 1.5 Maintain relationships with peers supporting others to achieve success in learning 1.6 Complete learning tasks on time and to the required standard

Learning outcome
The learner will: 2. Be able to reflect on own learning
Assessment criteria
The learner can: 2.1 Evaluate learning goals against success criteria 2.2 Devise constructive actions in response to feedback from others 2.3 Revise learning goals to respond to outcomes of reflection 2.4 Discuss outcomes of learning experiences with others

Unit 308

Level 3 Managing a work-life balance

UAN:	J/502/5775
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	

Learning outcome
The learner will: 1. Know about a work-life balance
Assessment criteria
The learner can: 1.1 Describe ways employers provide work-life balance 1.2 Outline the benefits of work-life balance to employees and employers

Learning outcome
The learner will: 2. Understand the impact of stress on the work life balance
Assessment criteria
The learner can: 2.1 Explain the effects of stress on work life balance 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: 3.1 Outline strategies to use when planning a work-life balance

Unit 309

Level 3 Mentoring skills for the workplace

UAN: K/502/5770

Level: Level 3

Credit value: 2

GLH: 15

Aim:

Learning outcome

The learner will:

1. Know the purpose and benefits of mentoring

Assessment criteria

The learner can:

- 1.1 Define the purpose of mentoring
- 1.2 Describe situations when mentoring is commonly used
- 1.3 Describe the benefits of mentoring to the mentee, mentor and stakeholder

Learning outcome

The learner will:

2. Understand characteristics and skills required to be a mentor

Assessment criteria

The learner can:

- 2.1 Explain characteristics and skills of a mentor

Learning outcome

The learner will:

3. Be able to mentor

Assessment criteria

The learner can:

- 3.1 Demonstrate mentoring skills
- 3.2 Review mentoring performance

Unit 310

Level 3 Negotiation skills and persuasion in the workplace

UAN:	J/502/5758
Level:	Level 3
Credit value:	2
GLH:	15
Aim:	

Learning outcome
The learner will: 1. Know about persuasion in the workplace
Assessment criteria
The learner can: 1.1 Describe situations in the workplace where persuasion is used 1.2 Explain skills used to persuade others

Learning outcome
The learner will: 2. Understand negotiation in the workplace
Assessment criteria
The learner can: 2.1 Analyse ways to use negotiation in the workplace

Learning outcome
The learner will: 3. Be able to use skills to negotiate
Assessment criteria
The learner can: 3.1 Demonstrate the skills required to negotiate

Learning outcome
The learner will: 4. Be able to evaluate own skills in negotiating
Assessment criteria
The learner can: 4.1 Evaluate skills used in negotiating 4.2 Describe areas for improvement

Unit 311

Level 3 Organising and chairing meetings

UAN:	R/502/5648
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	

Learning outcome
The learner will: 1. Know how to organise meetings
Assessment criteria
The learner can: 1.1 Describe types of meetings 1.2 Outline the preparation required for a meeting

Learning outcome
The learner will: 2. Understand how the responsibilities and actions of different attendees can influence meetings
Assessment criteria
The learner can: 2.1 Explain how the Chair can influence a meeting 2.2 Explain how the Secretary contributes to a meeting 2.3 Explain the responsibilities of attendees

Learning outcome
The learner will: 3. Be able to chair a meeting
Assessment criteria
The learner can: 3.1 Demonstrate the skills required to chair a meeting

Learning outcome
The learner will: 4. Be able to review own skills in chairing the meeting
Assessment criteria
The learner can: 4.1 Review own skills used in chairing the meeting 4.2 Make recommendations to improve own skills

Unit 312

Level 3 Participating through team leading

UAN: D/602/4559

Level: Level 3

Credit value: 1

GLH: 10

Aim:

Learning outcome

The learner will:

1. Be able to lead a team to complete a complex task

Assessment criteria

The learner can:

- 1.1 Negotiate with others a complex team task that has a local focus
- 1.2 Lead discussion with others to agree a work plan for completing the task
- 1.3 Demonstrate the roles and responsibilities of a team leader
- 1.4 Complete task to the required standard and deadline
- 1.5 Reassess the agreed plan amending the plan during the task

Learning outcome

The learner will:

2. Be able to review the team task to improve work in the future

Assessment criteria

The learner can:

- 2.1 Analyse the extent to which the team was successful
- 2.2 Provide constructive feedback to team members
- 2.3 Assess ways of improving the team management for future tasks

Unit 313

Level 3 Personal skills for leadership

UAN: Y/502/5649

Level: Level 3

Credit value: 1

GLH: 10

Aim:

Learning outcome

The learner will:

1. Understand leadership

Assessment criteria

The learner can:

- 1.1 Describe behaviours suited to first level leadership
- 1.2 Compare different leadership styles

Learning outcome

The learner will:

2. Be able to assess personal skills for leadership

Assessment criteria

The learner can:

- 2.1 Practise personal skills for leadership
- 2.2 Review personal skills for leadership

Learning outcome

The learner will:

3. Be able to plan to develop personal skills for leadership

Assessment criteria

The learner can:

- 3.1 Prepare a plan to develop personal skills for leadership

Unit 314

Level 3 Planning for professional development

UAN: Y/502/5652

Level: Level 3

Credit value: 2

GLH: 15

Aim:

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 315

Level 3 Preparing for a Level 3 Apprenticeship

UAN:	L/602/4525
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	This aim of this unit is to enable learners to prepare for their Level 3 Apprenticeship. It supports the learner's understanding of their Apprenticeship framework and helps them plan realistic goals for their own learning and progression.

Learning outcome
The learner will: 1. Understand how the Apprenticeship framework relates to the learner
Assessment criteria
The learner can: 1.1 Explain the components of the Apprenticeship 1.2 Explain strategies for meeting the requirements of assessment 1.3 Assess the importance of the Apprenticeship agreement

Range
Components – include all aspects of the learner's Apprenticeship eg <ul style="list-style-type: none">• qualifications• functional skills/Essential Skills Wales/ Essential Skills (NI)/Core• Skills• personal learning and thinking skills• employee rights and responsibilities
Apprenticeship agreement – includes <ul style="list-style-type: none">• the contents of the formal agreement• the legislation and regulations• employee and employer obligations• time limitations

Learning outcome
The learner will: 2. Be able to plan realistic goals for own learning
Assessment criteria
The learner can: 2.1 Assess the importance of time management to successful completion 2.2 Assess own learning and development needs 2.3 Create SMART targets for successful completion of the Apprenticeship

Range
<p>Learning and development needs – cover all components of the apprenticeship. Assessment of needs may include skills scans, initial assessment, diagnostic assessment, practical tasks, swot analysis, discussion with assessors or employer</p> <p>SMART targets – are Specific, Measurable, Achievable, Realistic and Time-bound. These may be short term and/or long term targets and could include generic skills, such as time management, critical thinking, communication and study skills, as well as vocational skills. Targets should be agreed by an appropriate person in the workplace or place of study</p>

Learning outcome
<p>The learner will:</p> <p>3. Understand the progression routes from the Apprenticeship</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Assess the usefulness of sources of information about progression routes</p> <p>3.2 Analyse the appropriateness of the various progression routes</p>

Range
<p>Sources of information – may include universities', colleges', training providers' prospectuses and websites, employers and employment/company websites, careers advisers, Jobcentre Plus, Connexions</p> <p>Progression routes – may include further/higher education, internal and external employment opportunities</p>

Unit 315 **Level 3 Preparing for a Level 3 Apprenticeship**

Supporting information

Evidence requirements

- a portfolio of evidence including written or oral descriptions

Evidence may include

- 1 to 1 tutorial records/reviews
- candidate statements
- assessments such as skills scan, initial assessment
- action plan showing targets
- findings from research about progression routes

Evidence must be available for, and referenced to, each criterion although one piece of evidence may cover several criteria and more than one learning outcome.

Guidance

This unit should be delivered at the start of the course and may form part of learner induction

Unit 316

Level 3 Preparing for work placement

UAN: M/502/5642

Level: Level 3

Credit value: 1

GLH: 10

Aim:

Learning outcome

The learner will:

1. Know about the placement

Assessment criteria

The learner can:

- 1.1 Describe the structure of the organisation
- 1.2 Describe the function of the organisation
- 1.3 Describe the sector of the placement organisation

Learning outcome

The learner will:

2. Understand the expectations and responsibilities of the individual in work placement

Assessment criteria

The learner can:

- 2.1 Clarify the responsibilities of the individual in work placement
- 2.2 Explain the expectations of the individual in work placement

Learning outcome

The learner will:

3. Be able to set goals for developing personal and work skills on placement

Assessment criteria

The learner can:

- 3.1 Analyse own personal and work skills
- 3.2 Set specific, realistic goals for developing personal and work skills on placement

Unit 317

Level 3 Presentations for work

UAN:	R/502/5651
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	

Learning outcome

The learner will:

1. Understand the purpose of presentations in the workplace

Assessment criteria

The learner can:

- 1.1 Describe situations in which presentations might be used
- 1.2 Outline different types of presentations
- 1.3 Explain the advantages of using presentations as a method of communication

Learning outcome

The learner will:

2. Be able to plan, prepare and deliver a presentation to a specific audience

Assessment criteria

The learner can:

- 2.1 Plan a presentation
- 2.2 Prepare a presentation
- 2.3 Deliver a presentation

Learning outcome

The learner will:

3. Be able to review own performance

Assessment criteria

The learner can:

- 3.1 Review skills used during own presentation
- 3.2 Recommend areas for improvement and how these can be achieved

Unit 318

Level 3 Project management skills

UAN:	H/502/5783
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	

Learning outcome
The learner will: 1. Know the purpose and process of project management
Assessment criteria
The learner can: 1.1 Describe the purpose of project management 1.2 Outline the process of project management

Learning outcome
The learner will: 2. Understand skills and knowledge required for project management
Assessment criteria
The learner can: 2.1 Explain the skills and knowledge needed for project management 2.2 Analyse own skills for project management

Learning outcome
The learner will: 3. Be able to plan a project to a given specification
Assessment criteria
The learner can: 3.1 Outline details of a selected project to a given specification 3.2 Develop a plan to manage a project to a specific specification

Unit 319

Level 3 Recognition and resolution of bullying in the workplace

UAN:	T/502/5772
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	

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 320

Level 3 Reflecting on work placement

UAN: T/502/5643

Level: Level 3

Credit value: 1

GLH: 10

Aim:

Learning outcome

The learner will:

1. Know the benefits of work placement for own development

Assessment criteria

The learner can:

- 1.1 Describe the benefits for self-development from work placement

Learning outcome

The learner will:

2. Understand the role of reflection in supporting the development of personal and work skills

Assessment criteria

The learner can:

- 2.1 Describe ways reflection can be used in a work placement
- 2.2 Explain the benefits of reflection on a work placement to develop personal and work skills

Learning outcome

The learner will:

3. Be able to reflect on personal and work skills demonstrated during work placement

Assessment criteria

The learner can:

- 3.1 Summarise personal and work skills demonstrated during work placement
- 3.2 Analyse personal and work skills demonstrated during work placement

Unit 321

Level 3 Reviewing professional development

UAN:	K/502/5753
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	

Learning outcome
The learner will: 1. Know how to review own professional development
Assessment criteria
The learner can: 1.1 Describe and identify learning and development achievements 1.2 Identify the evidence for these achievements

Learning outcome
The learner will: 2. Understand how to assess professional development
Assessment criteria
The learner can: 2.1 Review professional development progress against own professional development plan 2.2 Assess how own professional development has affected own role

Learning outcome
The learner will: 3. Be able to plan for further professional development
Assessment criteria
The learner can: 3.1 Describe content of professional development plan not yet achieved 3.2 Plan additional professional development for the workplace 3.3 Agree on-going actions for further professional development

Unit 322

Level 3 Skills for a portfolio career

UAN: M/502/5785

Level: Level 3

Credit value: 1

GLH: 10

Aim:

Learning outcome

The learner will:

1. Know the benefits and risks of portfolio working

Assessment criteria

The learner can:

- 1.1 Describe what is meant by portfolio working
- 1.2 Identify the benefits of portfolio working
- 1.3 Identify the risks portfolio working

Learning outcome

The learner will:

2. Understand the skills and knowledge suitable for portfolio working

Assessment criteria

The learner can:

- 2.1 Identify work skills needed for portfolio working
- 2.2 Analyse suitability of own skills and knowledge for portfolio working

Learning outcome

The learner will:

3. Be able to plan to develop portfolio working skills

Assessment criteria

The learner can:

- 3.1 Plan the development of own portfolio work skills

Unit 323

Level 3 Skills for starting a business

UAN: T/502/5786

Level: Level 3

Credit value: 1

GLH: 10

Aim:

Learning outcome

The learner will:

1. Understand skills required for starting up a business

Assessment criteria

The learner can:

- 1.1 Explain personal skills required for starting up a business
- 1.2 Summarise professional skills required to start up a business

Learning outcome

The learner will:

2. Be able to review own personal and professional skills required to start up a business

Assessment criteria

The learner can:

- 2.1 Review own personal and professional skills for starting up a business
- 2.2 Describe areas for development

Unit 324

Level 3 Strategies to improve job interview skills

UAN: J/502/5632

Level: Level 3

Credit value: 2

GLH: 15

Aim:

Learning outcome

The learner will:

1. Know how to prepare for a job interview

Assessment criteria

The learner can:

- 1.1 Reflect on own previous interview performance
- 1.2 Describe the steps needed to prepare for an interview using previous experience

Learning outcome

The learner will:

2. Understand what is expected in an interview situation

Assessment criteria

The learner can:

- 2.1 Explain what employers expect from interview candidates
- 2.2 Prepare for interview questions and plan appropriate answers for a specific job role
- 2.3 Compare different methods of assessment used at interviews
- 2.4 Explain different types of presentation required at interviews

Learning outcome

The learner will:

3. Be able to participate in an interview

Assessment criteria

The learner can:

- 3.1 Demonstrate appropriate behaviours for an interview
- 3.2 Show how body language, tone of voice and facial expressions may affect an interview

Learning outcome

The learner will:

4. Be able to review own interview performance and make recommendations for improvement

Assessment criteria

The learner can:

- 4.1 Review interview performance and compare with previous interview performance

4.2 Recommend improvements for own interview performance

Unit 325

Level 3 Understanding employment rights and responsibilities

UAN:	J/602/4524
Level:	Level 3
Credit value:	2
GLH:	10
Aim:	

Learning outcome
The learner will: 1. Understand their employment rights and responsibilities under the law
Assessment criteria
The learner can: 1.1 Explain their rights and responsibilities according to the legislation relating to : <ul style="list-style-type: none">• Anti-discrimination• Working hours and holiday entitlements• Sickness absence and sick pay• Equality and Diversity 1.2 Review the rights and responsibilities of the employer 1.3 Analyse Health and Safety at Work legislation as it relates to their organisation 1.4 Assess 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 legal requirements of a contract of employment 2.2 Explain the contents and purpose of a job description 2.3 Assess the implications of the Data Protection Act for personnel records 2.4 Assess 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

<p>3.3 Describe the procedures to follow if there is evidence of discrimination or bullying</p> <p>3.4 Identify sources of information and advice on employment issues:</p> <ul style="list-style-type: none"> • Internal to their organisation • External to their organisation
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<p>Learning outcome</p> <p>The learner will:</p> <p>4. Understand how employee/er relations are undertaken within the workplace</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>4.1 Describe ways in which employer/employee relations are managed within the workplace</p> <p>4.2 Analyse the impact of arbitration within a workplace</p> <p>4.3 Assess the influence of trade unions within a workplace</p>

Unit 326

Level 3 Using research skills to solve problems

UAN:	R/602/4560
Level:	Level 3
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to enable learners to develop a research plan and assess their research on a specific problem

Learning outcome
The learner will: 1. Be able to research questions related to a specific problem
Assessment criteria
The learner can: 1.1 Generate research questions related to a specified problem 1.2 Plan the research to meet the requirements of the research questions 1.3 Relate research questions to the problem 1.4 Undertake the research in accordance with the plan

Range
Research questions – the main questions for research ie objectives Problem – may be work or study related and may be given to the learner
Plan - includes creating a plan showing the research questions/objectives, methodology chosen, methods and timescale. The investigative techniques used may include primary and secondary sources; research methods eg observation, interviews, questionnaires and surveys, documentary evidence; qualitative and quantitative data. The plan should be agreed with an appropriate person such as the assessor or work place supervisor prior to implementation

Learning outcome
The learner will: 2. Be able to assess research on a specific problem
Assessment criteria
The learner can: 2.1 Evaluate the usefulness and relevance of the data 2.2 Analyse factors that influenced the decisions taken in the researching 2.3 Assess whether research findings met the research questions 2.4 Analyse assumptions in research methodology 2.5 Analyse the impact alternative research methods could have on the outcomes

Range

Assumptions – may include the belief that something is true without having any proof or may involve statistical significance

Alternative research methods –eg primary or secondary, qualitative or quantitative, case study, interview, questionnaire, action research

Unit 326 **Level 3 Using research skills to solve problems**

Supporting information

Evidence requirements

- a portfolio of evidence

Evidence may include

- spidergram, mindmap
- structured plan for the research
- questionnaires, interview questions, notes
- information obtained, results of research
- candidate statements
- witness statements
- assessor observations

A presentation or written report may be used to cover several criteria.

Evidence must be available for, and referenced to, each criterion although one piece of evidence may cover several criteria and more than one learning outcome.

Guidance

Learners should be encouraged to consider the usefulness of different types of research although their own research may be limited to a small sample. The problem should relate to a real situation and be relevant to the learner's work or study.

Unit 401

Level 4 Preparing for a higher Apprenticeship

UAN: F/602/4523

Level: Level 4

Credit value: 1

GLH: 10

Aim:

Learning outcome

The learner will:

1. Understand how the Apprenticeship framework relates to own learning

Assessment criteria

The learner can:

1.1 Evaluate the reasons for prioritisation of components in the Apprenticeship framework

1.2 Analyse the different forms of assessment within the apprenticeship

1.3 Assess how the higher Apprenticeship supports the development of own leadership skills

1.4 Evaluate the Apprenticeship agreement as a means of accountability

Learning outcome

The learner will:

2. Be able to plan realistic goals for own learning

Assessment criteria

The learner can:

2.1 Analyse own learning and development needs

2.2 Create SMART targets for successful completion of the higher Apprenticeship

Learning outcome

The learner will:

3. Understand the progression routes

Assessment criteria

The learner can:

3.1 Evaluate sources of information about progression routes

3.2 Analyse the appropriateness of the various progression routes

3.3 Assess the links between higher Apprenticeship learning and higher education



Appendix 1 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:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- 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 such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

City & Guilds
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www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

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

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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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 Land Based Services (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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