

VTCT Level 2 Certificate in Developing Employability Skills

Operational start date: **1 April 2013**
Credit value: **13**
Total Qualification Time (TQT): **130**
Guided learning hours (GLH): **95 - 118**
Qualification number: **600/8753/5**

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements (if/where applicable) have been achieved under specified conditions, and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IV signature (if sampled)
Mandatory units				
UV21460				
UV21560				
UV21561				
UV21545				
Optional units				

The qualification

Introduction

The VTCT Level 2 Certificate in Developing Employability Skills is a preparation for work qualification. This qualification will develop knowledge, understanding and skills that will enable you to make informed vocational career and progression choices.

It will help to build your self-esteem and confidence for employment and develop the transferable skills required by employers such as team working, communication and time management. It will also allow you to gain vocational skills and experience through participation in practical activities, work-related activities, work simulations and work experience.

The skills and qualities developed in this qualification relate to a number of wider issues such as equal opportunities, health and safety, interpersonal skills and roles and responsibilities in the workplace. You are able to undertake the units which are appropriate to your needs and vocational career aspirations.

National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is regulated on the Regulated Qualifications Framework (RQF).

Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.



Progression

On completion of this qualification you may choose to undertake further study; qualifications you could progress to include:

- VTCT Level 2 Certificate in Management and Leadership
- VTCT Level 2 Certificate in Personal Development

Alternatively, you may wish to seek employment within a chosen vocational area such as Hospitality and Catering, Travel and Tourism, Construction, Motor Vehicle, Hair and Beauty or Sport and Active Leisure.

Qualification structure

Total credits required - 13 (minimum)

All mandatory units must be completed.

Mandatory units - 9 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV21460	M/503/1568	Promoting yourself and preparing for a job interview	3	20	2
UV21560	H/503/1566	Preparing to achieve own job goals	2	10	2
UV21561	M/503/2879	Investigating rights and responsibilities at work	1	10	2
UV21545	M/504/5180	Learning through work experience	3	24	2



Optional units - 4 (minimum) credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV21562	F/600/3249	Health and safety in a practical environment	1	8	2
UV21563	F/600/3235	Communicating in a practical environment	3	24	2
UV21564	M/600/3246	Customer service skills	3	24	2
UV21565	T/600/3247	Developing practical skills and techniques	3	24	2
UV21566	L/600/3254	Use of materials in a practical activity	2	16	2
UV21567	R/600/3255	Use tools and equipment for a practical activity	2	16	2
UV11551	Y/600/3239	Health and safety in a practical environment	1	9	1
UV11552	A/600/3234	Communicating in a practical environment	3	27	1
UV11553	J/600/3236	Customer service skills	3	27	1
UV11554	L/600/3237	Developing practical skills and techniques	3	27	1
UV11555	H/600/3244	Use of materials in a practical activity	2	18	1
UV11559	K/600/3245	Use tools and equipment for a practical activity	2	18	1
UV21548	A/504/8633	Participating in a vocational taster	2	16	2
UV11547	T/504/8632	Participating in a vocational taster	2	20	1

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally verified by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external verifiers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external verifiers.

Assessment explained

VTCT qualifications are assessed and verified by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal verifier whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external verifier, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal verification process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external verifier.

This record of assessment book is your property and must be in your possession when you are being assessed or verified. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Many frequently asked questions and other useful information are detailed in the VTCT Candidate's Handbook, which is available on the VTCT website at www.vtct.org.uk/students. Other questions should be addressed to the tutor, lecturer or assessor.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV21460	Promoting yourself and preparing for a job interview	0	✓	✓
UV21560	Preparing to achieve own job goals	0	✗	✓
UV21561	Investigating rights and responsibilities at work	0	✗	✓
UV21545	Learning through work experience	0	✓	✓



Optional units

		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV21562	Health and safety in a practical environment	0	✓	✓
UV21563	Communicating in a practical environment	0	✗	✓
UV21564	Customer service skills	0	✗	✓
UV21565	Developing practical skills and techniques	0	✓	✓
UV21566	Use of materials in a practical activity	0	✓	✓
UV21567	Use tools and equipment for a practical activity	0	✓	✓
UV11551	Health and safety in a practical environment	0	✓	✓
UV11552	Communicating in a practical environment	0	✗	✓
UV11553	Customer service skills	0	✗	✓
UV11554	Developing practical skills and techniques	0	✓	✓
UV11555	Use of materials in a practical activity	0	✓	✗
UV11559	Use tools and equipment for a practical activity	0	✓	✓
UV21548	Participating in a vocational taster	0	✓	✓
UV11547	Participating in a vocational taster	0	✓	✓

Unit glossary

	Description
VTCT product code	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience; the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of competent observations, per outcome, required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Observation outcome	An observation outcome details the tasks that must be practically demonstrated to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper, a portfolio of evidence or other forms of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel with the unit's observation outcomes.

UV21460

Promoting yourself and preparing for a job interview

The aim of this unit is to develop the knowledge, understanding and practical skills required to prepare for an interview. You will learn how to write an effective CV and cover letter tailored to specific jobs. You will gain an understanding of job markets and the importance of networking. You will be able to conduct yourself appropriately in an interview situation, and review your performance to identify improvements.

Level

2

Credit value

3

GLH

20

Observation(s)

2

External paper(s)

0



Promoting yourself and preparing for a job interview

Learning outcomes

On completion of this unit you will:

1. Be able to conduct self in an interview situation
2. Know the different types of CV and cover letter used to apply for jobs
3. Understand where and how to search for jobs
4. Be able to identify suitable job opportunities and apply for them
5. Understand how to prepare for an interview
6. Be able to reflect on own performance following an interview situation

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or a realistic working environment (RWE).
2. *Achieving assessment criteria*
There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
3. *Simulation*
Simulation is permitted for this unit.
4. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated to your assessor on **at least two occasions**.

Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.
5. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
7. *External paper*
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Be able to conduct self in an interview situation

You can:

- a. Demonstrate in an interview situation appropriate:
 - punctuality
 - use of language
 - response to questions
 - use of questions

* *May be assessed by supplementary evidence.*

Observation	1	2	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 2

Know the different types of CV and cover letter used to apply for jobs

You can:	Portfolio reference
a. Describe the purpose of a CV and cover letter	
b. Describe different types of CV	
c. Describe the difference between a speculative and a non-speculative cover letter	
d. Describe why it is important to tailor a CV and cover letter to a job or sector	



Learning outcome 3

Understand where and how to search for jobs

You can:	Portfolio reference
a. Define the terms 'open job market' and 'hidden job market'	
b. Identify where to look for job leads within open and hidden job markets	
c. Define the terms 'networking' and 'cold calling'	
d. Describe how networking and cold calling can be used to identify job leads	



Learning outcome 4

Be able to identify suitable job opportunities and apply for them

You can:	Portfolio reference
a. Compare job vacancies and leads to identify which to apply for	
b. Identify own skills, qualities and experience relevant to the job	
c. Create a CV using the type that best matches own skills, qualities and experience	
d. Produce a cover letter in response to a job advert	
e. Produce a speculative cover letter	
f. Complete a job application form relevant to own job goals	
g. Check format and accuracy of completed documents and amend if needed	



Learning outcome 5

Understand how to prepare for an interview

You can:	Portfolio reference
a. Describe the preparation needed in the run-up to an interview	
b. Describe why it is important to prepare for an interview	



Learning outcome 6

Be able to reflect on own performance following an interview situation

You can:	Portfolio reference
a. Review own performance following an interview situation	
b. Identify what went well and not so well	
c. Describe ways to improve own performance in the future	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to conduct self in an interview situation

Interview situation: Punctuality (arrive on time, report arrival), use of language (appropriate, clear, tone of voice), response to questions (attentive to interviewer, succinct, relevant), use of questions (show interest, relevant).

Learning outcome 2: Know the different types of CV and cover letter used to apply for jobs

Purpose of CV and cover letter:

CV – to present a snapshot of skills, qualifications and work experience, to establish suitability for the job.

Cover letter – to express interest for the job, to create a first impression, to add a personal touch, to highlight most relevant skills for the job.

Types of CV: Chronological, skills, targeted, format and content of different types of CV.

Types of cover letter: Speculative, (e.g. letter of interest, networking letter), non-speculative (e.g. application letter), differences between types of cover letter (e.g. purpose, format, content).

Importance of tailoring a CV and cover letter: To demonstrate interest in the employer, to demonstrate relevant skills and experience for the job.



Learning outcome 3: Understand where and how to search for jobs

Open and hidden job markets: Definition of open job market (e.g. advertised jobs), definition of hidden job market (e.g. jobs that are not advertised), characteristics of open and hidden job markets (e.g. scope, opportunities).

Where to look for job leads: Open market (e.g. industry publications, local newspapers, websites, recruitment agencies), hidden market (e.g. networking, social media, contact potential employers, attend trade fairs and conferences).

Networking and cold calling: Definition of networking (e.g. sharing job information amongst individuals and groups), definition of cold calling (e.g. contacting potential employers).

How networking and cold calling can be used: Methods of networking (e.g. social media, face-to-face, conferences), types of cold calling (e.g. phone call, face-to-face visit).

Learning outcome 4: Be able to identify suitable job opportunities and apply for them

Job vacancies or leads: Open or hidden market jobs, making comparisons between job vacancies (e.g. location, compatibility with work interests, suitability to individual needs, knowledge and skills required).

Identifying own skills, qualities and experience: Skills and experience (e.g. general, specialist, job and task-related, transferable), qualities (e.g. honesty, trustworthy, commitment, adaptability), undertaking a personal audit for a selected job.

Creating a CV: Appropriate type of CV (e.g. chronological, skills, targeted), include relevant and appropriate information, follow accepted guidelines for the format and content of a CV.

Producing a cover letter in response to a job advert: Appropriate type of cover letter (e.g. speculative, non-speculative), include relevant and appropriate information, follow accepted guidelines for

the format and content of a cover letter.

Completing a job application form: Types of information needed (e.g. personal details, skills, previous work experience, education and training, references), using templates and examples as a guideline, follow employer's instructions for completing the application form.

Checking format and accuracy of completed documents: Presentation format, structure, spelling and grammar, accuracy of information given.



Learning outcome 5: Understand how to prepare for an interview

Preparation needed for an interview:

Personal appearance, transport options, journey times, confirm interview location and time, research the employer, review information given on application, typical interview questions and answers, questions to ask employer.

Importance of preparing for an interview: Build confidence, reduce nervousness, consistency, improve interview performance.

Learning outcome 6: Be able to reflect on own performance following an interview situation

Review own performance: Preparation for the interview (e.g. personal appearance, knowledge of employer) punctuality, conducting the interview (use of language, response to questions, use of questions), ways to review performance (e.g. use comments from the interviewer, use own impressions of the interview experience).

Strengths and weaknesses: What went well (e.g. punctual to interview, professional personal appearance), what did not go so well (e.g. relevance of answers to questions, did not ask questions).

Ways to improve own performance: Activities (e.g. identify own areas for improvement, practice interview skills, attend interview skills training), what activities involve and possible outcomes.

UV21560

Preparing to achieve own job goals

The aim of this unit is to develop the knowledge and understanding required to achieve goals related to employment. You will learn about short and long-term job goals and the types you could apply for such as career entry, or dream job.

You will cover specific qualities that are attractive to employers and will understand how these qualities can positively or negatively affect your employability. You will also be able to identify your own skills and areas for improvement and identify where your skills could transfer to the workplace.

Level

2

Credit value

2

GLH

10

Observation(s)

0

External paper(s)

0



Preparing to achieve own job goals

Learning outcomes

On completion of this unit you will:

1. Understand how to identify achievable job goals
2. Understand the key qualities required for employment from an employer perspective
3. Be able to identify own employability skills

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Understand how to identify achievable job goals

You can:	Portfolio reference
a. Describe the benefits of being in work against not being in work	
b. Describe the following job types: <ul style="list-style-type: none">• survival• career entry• transitional• dream job	
c. Identify realistic job goals within own local area	
d. Identify a potential short-term and a long-term job goal	



Learning outcome 2

Understand the key qualities required for employment from an employer perspective

You can:	Portfolio reference
a. Describe what qualities are attractive to employers	
b. Identify what qualities you already have and those to be developed to achieve own job goals	
c. Describe why honesty, trustworthiness, commitment and adaptability are key qualities in a potential employee	
d. Describe how to show honesty, trustworthiness, commitment and adaptability in own behaviour	
e. Describe how own personal attitudes and values could positively and/or negatively affect own employability	



Learning outcome 3

Be able to identify own employability skills

You can:	Portfolio reference
a. Identify skills relevant to the workplace	
b. Describe why these skills are important	
c. Identify own skills and how these have been developed	
d. Identify skills to be developed to help achieve own job goals	
e. State which of these skills could be transferable to the workplace	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Understand how to identify achievable job goals

Benefits of being in work: Benefits (e.g. financial security, new experiences, develop new skills, meet new people, improve self-esteem, gain respect, develop confidence, enhance CV), balance sheet of being in work versus not being in work.

Job types: Survival (undertaken because you need to live), career entry (first step into a career pathway), transitional (undertaking a job to wait for a more suitable job, undertaking a job which gains experience for a preferred job), dream job (fulfilling job aspirations), characteristics of job types.

Realistic job goals: Based on work interests, suited to individual needs (e.g. own level of working knowledge and skills), based on accessibility.

Potential short and long-term job goals: Short-term (e.g. to find work, to enter a new career), long-term (e.g. to progress in a career, to achieve a dream job), producing SMART goals (specific, measurable, achievable, realistic, time-bound).

Learning outcome 2: Understand the key qualities required for employment from an employer perspective

Attractive qualities: Honest, trustworthy, initiative, enthusiasm, motivation, hard working, positive attitude, adaptable, committed, working with others.

Identifying own qualities: Qualities already possessed, qualities to be developed (e.g. general, job-related), undertaking an audit of personal qualities for selected job roles.

Why honesty, trustworthiness, commitment and adaptability are key qualities: Essential employee qualities, to develop an appropriate working ethos, to maintain a professional work ethic, to meet the needs of employers, applied to real working scenarios.

Examples of showing key qualities: Real examples showing honesty, trustworthiness, commitment and adaptability (e.g. at school or college, in daily life, in working situations), what happened, what was the outcome.

Effect of own personal attitudes on employability: Positive effects (e.g. showing enthusiasm could help to get a job, showing initiative could enhance career progression), negative effects (poor attitude is undesirable for employers), implications for future employability.



Learning outcome 3: Be able to identify own employability skills

Skills relevant to the workplace:

General, specialist, job and task-related, transferable.

Importance of having a range of skills:

To improve employability, to increase job options, to be adaptable at work, to meet the needs of employers, applied to real working scenarios.

Identify own skills, skills already possessed and skills to be developed:

General, specialist, job and task-related, transferable, undertake a personal skills audit for selected job goals.

Where current skills were developed:

At school or college, in daily life, work experience.

Notes

Use this area for making notes and drawing diagrams



UV21561

Investigating rights and responsibilities at work

The aim of this unit is to develop your knowledge and understanding of your rights and responsibilities at work. You will learn about the importance of employee rights and responsibilities in a workplace and how they are enforced.

You will be able to describe data protection and confidentiality procedures for the use, storage and exchange of information.

You will also learn how to obtain guidance and information about rights and responsibilities, identifying key representative bodies for employers and employees.

Investigating rights and responsibilities at work

Learning outcomes

On completion of this unit you will:

1. Understand why rights and responsibilities are important in a workplace
2. Understand rights and responsibilities of employees and employers
3. Know how to obtain guidance and information about rights and responsibilities at work

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Understand why rights and responsibilities are important in a workplace

You can:	Portfolio reference
a. Explain reasons why rights and responsibilities are important in a workplace	
b. Explain how rights and responsibilities are enforced in a workplace	



Learning outcome 2

Understand rights and responsibilities of employees and employers

You can:	Portfolio reference
a. Outline the responsibilities employers have to employees	
b. Outline the rights and responsibilities an employee has at work	
c. Explain the implications of employee rights and responsibilities in a workplace	
d. Describe data protection and confidentiality procedures for the use, storage and exchange of information in a workplace	



Learning outcome 3

Know how to obtain guidance and information about rights and responsibilities at work

You can:	Portfolio reference
a. Identify key representative bodies for employers and employees which would be able to advise on rights and responsibilities	
b. Describe the types of advice given by key representative bodies	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Understand why rights and responsibilities are important in a workplace

Importance of rights and responsibilities:

To comply with the law, to promote safety and wellbeing, to resolve workplace problems or conflict, to establish agreed obligations in a workplace, to promote fairness and equality, to protect employers and employees.

How rights and responsibilities are enforced:

Adherence to legislation, following codes of conduct, by regulatory or advisory bodies/organisations, employer and employee expectations, contracts, job descriptions, written procedures, disciplinary processes.

Learning outcome 2: Understand rights and responsibilities of employees and employers

Employer responsibilities: Fulfilling a contract (e.g. working conditions, salary/pay, hours of work, holiday leave, sick pay, notice period, pension, benefits), health and safety (e.g. adherence to legislation, produce and follow policies and procedures, undertake risk assessments, provide personal protective equipment, staff training, appointment of appropriate first aiders), equality and diversity (e.g. produce policies and procedures, promote human rights and equality, eliminate discrimination, make reasonable adjustments, education and training).

Employee rights and responsibilities: Statutory rights (e.g. written statement of terms of employment, national minimum wage, paid holiday, maximum 48 hour working week, daily rest breaks, maternity leave, trade union), contractual rights (e.g. salary/pay, hours of work, holiday leave, sick pay, notice period, pension, benefits), fulfilling contractual responsibilities, health

and safety responsibilities (e.g. follow safe working practices, follow reporting procedures), equality and diversity responsibilities (e.g. respect for others, sensitivity to individual needs).

Implications of employee rights and responsibilities:

Safe working environment, established policies and procedures, work culture and ethos.

Data protection and confidentiality procedures: In accordance with the data protection legislation, in accordance with the policies and procedures of the organisation (e.g. non-disclosure of personal information, security measures).



Learning outcome 3: Know how to obtain guidance and information about rights and responsibilities at work

Key representative bodies: Advisory Conciliation and Arbitration Service (ACAS), gov.uk website, Citizens Advice, The Equality and Human Rights Commission (EHRC), professional industry bodies, trade unions.

Types of advice: Given by specific bodies e.g. employment rights, protection, interests of employees, legal assistance and advice.

Notes

Use this area for making notes and drawing diagrams



UV21545

Learning through work experience

The aim of this unit is to develop your knowledge, understanding and skills for learning within the workplace. You will prepare for your learning experience by agreeing when and where the work placement will be and what learning will be gained from the experience.

You will learn how to complete tasks and activities to the required standard, ask for help and advice when necessary and explain how your responsibilities contribute to the work of the organisation.

You will review your workplace experience with the appropriate person describing the benefits and drawbacks of the work setting and the value of transferable skills.

Level

2

Credit value

3

GLH

24

Observation(s)

2

External paper(s)

0



Learning through work experience

Learning outcomes

On completion of this unit you will:

1. Be able to carry out activities in the workplace
2. Be able to prepare for learning in the workplace
3. Be able to identify what has been learnt from the workplace experience

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or a realistic working environment (RWE).
2. *Achieving assessment criteria*
There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
3. *Simulation*
Simulation is not permitted for this unit.
4. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated to your assessor on **at least two occasions**.

Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.
5. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
7. *External paper*
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Be able to carry out activities in the workplace

You can:

- a. Carry out tasks and activities to the required standard
- b. Ask for help and advice when necessary*

*May be assessed by supplementary evidence.

Observation	1	2	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Be able to carry out activities in the workplace

You can:	Portfolio reference
c. Describe what you learnt from the workplace induction including health and safety requirements	
d. Describe the roles of self and other workers and explain how your own responsibilities contribute to the work of the organisation	



Learning outcome 2

Be able to prepare for learning in the workplace

You can:	Portfolio reference
a. Identify a range of possible settings for your workplace learning	
b. Agree when and where your workplace learning will take place	
c. Plan how to get to workplace on time	
d. Describe the type of tasks/activities you will carry out in the workplace	
e. Agree what learning will be gained from the workplace experience, including: <ul style="list-style-type: none"> • knowledge of how organisations operate • an understanding about people's motivation to work • an understanding of employers' expectations of their workforce • a view on the suitability of the specific work environment for you 	



Learning outcome 3

Be able to identify what has been learnt from the workplace experience

You can:	Portfolio reference
a. Review the workplace experience with an appropriate person	
b. Describe what has been learnt from the workplace experience including: <ul style="list-style-type: none"> • the benefits and drawbacks of the work setting • the value of transferable skills 	
c. Explain how the experience has influenced ideas about your own learning and work preferences for the future	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to carry out activities in the workplace

Carry out tasks and activities to the required standard: Complete tasks and activities in accordance with workplace standards, adhere to health and safety procedures, complete tasks and activities in accordance with agreed deadlines.

Ask for help and advice when necessary: To enable completion of tasks and activities, ask the appropriate person (e.g. colleague, manager, supervisor), use help and advice constructively.

Learning from workplace induction: Who to report to, roles and responsibilities of own job, roles of other staff, domestic arrangements, policies and procedures (e.g. equal opportunities, health and safety, accident and emergency).

Roles and responsibilities: Own role within the organisation, role of other workers (e.g. those which directly relate to own role, those which do not directly relate to own role), contribution of own responsibilities to the organisation (e.g. carrying out own tasks contribute to delivery of the service, dealing with the public contributes to the reputation of the organisation).



Learning outcome 2: Be able to prepare for learning in the workplace

Range of settings for workplace

learning: Vocational areas (e.g. catering and hospitality, retail, motor vehicle, sport and leisure, travel and tourism, hairdressing and beauty therapy, business and administration, public services, health and social care, childcare), types of workplace (e.g. small local business, medium-sized company, large national organisation).

Agree when and where workplace

learning will take place: When workplace learning will take place (e.g. start and end date, duration), choosing a workplace setting (e.g. interests, knowledge and skills required, location), name and address of chosen workplace setting, agree with an appropriate person (e.g. manager, supervisor, tutor).

How to get to work on time: Time working day starts, time to be at work in order to start punctually, plan mode of transport to get to work (e.g. bus or train timetable, walking or driving route), realistic estimate of the journey time, time to get up and leave home to get to work on time.

Types of tasks/activities in the

workplace: General tasks, routine tasks, tasks which follow procedures, straightforward problem solving tasks.

Agree what learning will be gained:

Knowledge of how the organisation operates (e.g. structure, role of departments, roles and responsibilities of staff), an understanding about people's motivation to work (e.g. to earn money, to gain knowledge and experience, to learn new skills, to meet other people), an understanding of employer's expectations (e.g. punctuality, reliability, dress code, standards of work), a view on the suitability

of the work environment (in relation to own knowledge and skills, in relation to own interests, in relation to own expectations).



Learning outcome 3: Be able to identify what has been learnt from the workplace experience

Review workplace experience with an appropriate person: When to review (e.g. during the experience, following the experience), appropriate person (e.g. line manager, supervisor, tutor), prepare for review (e.g. making notes, self-assessment, reflect on feedback from others).

Learning from workplace experience: Benefits of workplace setting (e.g. friendly staff, busy working environment), drawbacks of workplace setting (e.g. noisy, length of working day), new knowledge and skills (e.g. general, specialist), own personal qualities (e.g. adaptability, reliability, sociability, motivation), new insights into work.

How the experience has influenced ideas about own learning and work: How the experience has influenced ideas (e.g. confirm likes and dislikes, consider training courses to develop knowledge and skills, consider other work experience placements, change of work setting or career pathway, applying for suitable jobs), reasons why experience has influenced ideas (e.g. increased motivation to do the type of work, workplace was not as expected).