

Qualification Guidance Document

SEG Awards Level 1 Award in Employability Skills

Level 1 Award / England – 601/1713/8

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About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: **Skills and Education Group Awards Secure Login**

Sources of Additional Information

The Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code

The specification code is A7523-01.

Issue	Date	Details of change
6.0	March 2020	New and updated qualification guide with separate IC and 2 new optional units added
6.1	July 2021	Update to formatting

7.0	February 2023	Update to branding and new review date
7.1	June 2025	Update review date to 31/12/2027 and updated branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

Level 1 Award in Employability Skills – 601/1713/8							
Qualification Purpose	A Recognise personal growth and engagement in learning. A4 Recognise development of employability skills and/or knowledge to help them understand about the world of work and seek employment.						
Age Range	Pre 16	✓	16-18	✓	18+		19+ ✓
Regulation	The above qualification(s) is/are regulated by Ofqual						
Assessment	➤ Internal and external assessment ➤ Internal and external moderation						
Type of Funding Available	See FaLA (Find a Learning Aim)						
Grading	Pass To achieve a Pass, learners must achieve all of the Learning Outcomes and Assessment Criteria in the units completed and as stated in the Rule of Combination (RoC).						
Operational Start Date	01/01/2014						
Review Date	31/12/2027						
Operational End Date							
Certification End Date							
Guided Learning (GL)	48 hours						
Total Qualification Time (TQT)	60 hours						
Credit Value	6						
Skills and Education Group Awards Sector	Preparation for Work						

Regulator Sector	14.2 Preparation for Work
Support from Trade Associations	

Introduction

The SEG Awards Level 1 Award in Employability Skills has been designed to meet the needs of learners who need to develop skills and knowledge to enable them to understand the world of work. Completion of this qualification will prepare learners to seek and gain employment.

Pre-requisites

There are no specific entry requirements to study for this qualification.

This qualification is designed for any learners who wish to improve their ability to engage in the job seeking process and develop the skills and knowledge to help them make a success of their employment opportunities. This could include:

- young people under 16 in full time education
- young people 16-19 engaged in Study Programmes including Traineeships
- adults who are struggling to get a job

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification at the appropriate level for the learner.

Qualification Structure and Rules of Combination

Rules of Combination: Level 1 Award in Employability Skills

Learners must achieve 6 credits from any of the units below.

Unit Title	Unit Number	Level	Credit Value	GL
Optional Units Minimum Credit Target - 6				
Applying for a Job	J/505/6895	L1	1	10
Career Exploration	K/504/5033	L1	2	18
Communicating with Others at Work	L/504/5140	L1	1	8
Developing Self	L/505/6901	L1	2	20

Developing Time Management Skills	D/505/6899	L1	1	8
Enterprise Skills	A/504/5151	L1	1	8
Environmental Awareness of the Local Area	H/505/6905	L1	2	20
Exploring Business and Enterprise	K/504/5145	L1	2	18
Exploring Job Opportunities	T/504/5147	L1	1	8
Fabric Care	L/618/0144	L1	1	7
Health and Safety in the Workplace	Y/504/5173	L1	2	16
Interview Skills	R/505/6897	L1	1	10
Introduction to Customer Care	D/501/7021	L1	1	10
Learning through Work Experience	T/504/5181	L1	3	24
Maintaining Work Standards	J/504/5251	L1	3	24
Overcoming Barriers to Work	L/504/5199	L1	1	9
Participating in an Enterprise Activity	H/504/5208	L1	3	24
Planning and Reviewing Learning	F/504/5300	L1	2	16
Preparing for Work	M/505/6907	L1	2	20
Rights and Responsibilities in the Workplace	T/504/5214	L1	1	8
Sorting Fabrics	R/618/0145	L1	1	7
Team Working	T/504/5245	L1	2	16
Using Advice and Guidance	L/504/5249	L1	1	8
Working towards Goals	J/502/0463	L1	2	20
Working with Community Groups	T/505/6908	L1	2	20

Aim

SEG Awards Level 1 in Employability This qualification is designed for any learners who wish to improve their ability to engage in the job seeking process and develop the skills and knowledge to help them make a success of their employment opportunities. This could include:

- young people under 16 in full time education
- young people 16-19 engaged in Study Programmes including Traineeships
- adults who are struggling to get a job

Target Group

This qualification is designed for young people aged 14+ and adults who are struggling to get a job.

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content
- Fact Sheet

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Learners who successfully complete this qualification should have developed their skills and knowledge to help them understand about the world of work and seeking employment. Learners could continue onto the SEG Awards Level 1 Certificate in Employability Skills, the SEG Awards Level 2 Award in Employability, further education and training in specific occupational areas to enhance their employment chances, or into employment if appropriate.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Unit Details

Applying for a Job		
Unit Reference	J/505/6895	
Level	1	
Credit Value	1	
Guided Learning (GL)	10 hours	
Unit Summary	In this unit, learners will research job opportunities and will complete job application information.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	The learner can	
1. Be able to identify suitable job opportunities	1.1	List where they can obtain information about jobs available in the local area
	1.2	Select a range of jobs available in the local area which interest them
	1.3	Select a job option which is suited to them
	1.4	Describe how the chosen job option is suited to them considering their experiences, skills and qualities
2. Be able to complete job applications	2.1	Complete a sample application form for a selected job
	2.2	Produce their CV
	2.3	Apply for a selected job in an appropriate format

Career Exploration		
Unit Reference	K/504/5033	
Level	1	
Credit Value	2	
Guided Learning (GL)	18 hours	
Unit Summary	In this unit, learners will explore career opportunities. They will review their personal skills and qualities against those required to achieve their career goals.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Be able to identify a career goal and explore routes to achieving the goal	1.1	Describe what it means to 'have a career'
	1.2	Identify a career goal of interest and give reasons for the choice
	1.3	Identify different routes to achieve the career goal
	1.4	State what are the advantages and disadvantages of different routes
2. Be able to identify skills and qualities appropriate to a chosen career	2.1	Identify the vocational skills appropriate to a chosen career
	2.2	Identify the interpersonal skills appropriate to the career
	2.3	Identify qualities needed to be successful in the career
	2.4	Compare own current skills and qualities with those identified
3. Be able to prepare for a career interview	3.1	Agree arrangements for a careers interview
	3.2	Agree the purpose of the interview

	3.3	State what information it would be helpful to get from an interview
	3.4	Identify documents that may be helpful to take to the interview
4. Be able to review the outcomes of a career interview	4.1	Identify key information gained from the interview and any information still needed
	4.2	Identify next steps
	4.3	State how information from the interview helped with deciding on next steps

Communicating with Others at Work

Unit Reference	L/504/5140	
Level	1	
Credit Value	1	
Guided Learning (GL)	8 hours	
Unit Summary	In this unit, learners will develop their communication skills.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)	
The learner will	The learner can	
1. Understand how communication takes place in own organisation	1.1	Describe the structure of the organisation
	1.2	Identify the lines of communication within the organisation
	1.3	Describe the communication methods used within the organisation
	1.4	Identify who they may need to communicate with in the organisation
2. Be able to communication appropriately with others at work	2.1	Communicate clearly in ways that suit their purpose and audience
	2.2	Respond to others' communication with relevant: > comments > questions > information

Developing Self		
Unit Reference	L/505/6901	
Level	1	
Credit Value	2	
Guided Learning (GL)	20 hours	
Unit Summary	In this unit, learners will explore ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Be able to recognise areas for self-development	1.1	Identify own personal strengths or abilities
	1.2	Identify an area for development
	1.3	State why this area is important for their self-development
2. Be able to plan for their self-development	2.1	Prepare a plan for their identified area of self-development to include: ➤ activities ➤ targets ➤ timelines
	2.2	Work through the agreed plan
3. Be able to review their self-development	3.1	Review their self-development plan to identify progress
	3.2	Suggest improvements and amendments to the plan to assist continued self-development

Developing Time Management Skills

Unit Reference	D/505/6899	
Level	1	
Credit Value	1	
Guided Learning (GL)	8 hours	
Unit Summary	In this unit, learners will develop skills in managing their time effectively.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Know about the importance of good time management	1.1	Outline what is meant by time management
	1.2	State the benefits of good time management
	1.3	State the effects of poor time management
2. Be able to manage own use of time	2.1	Plan their own activities for a specified day to include work and non-work time
	2.2	Carry out their own time management plan
3. Know how to improve own time management	3.1	Identify aspects of their own time management plan which went well
	3.2	Identify how improvements could be made

Enterprise Skills		
Unit Reference	A/504/5151	
Level	1	
Credit Value	1	
Guided Learning (GL)	8 hours	
Unit Summary	In this unit, learners will explore what makes a successful entrepreneur.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Understand the characteristics of successful entrepreneurs and how these are important in business situations	1.1	Describe what is meant by the term entrepreneur
	1.2	Identify the skills that are needed to be a successful entrepreneur
	1.3	Identify attitudes and qualities that are needed to be a successful entrepreneur
	1.4	Give examples of situations where having entrepreneurial skills, attitudes and qualities would be important factors in contributing to business success
2. Understand own strengths as an enterprising person and ways to develop own enterprising characteristics	2.1	Describe how an enterprising person behaves
	2.2	Identify own strengths in terms of enterprising skills, attitudes and qualities
	2.3	State how enterprising skills, attitudes and qualities can help achieve own work-related goals
	2.4	Agree activities to develop own enterprising skills and attitudes

Environmental Awareness of the Local Area

Unit Reference	H/505/6905	
Level	1	
Credit Value	2	
Guided Learning (GL)	20 hours	
Unit Summary	In this unit, learners will take responsibility for their environment by identifying local environmental issues and how they can go about helping the environment.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Know how the action of humans affect the environment	1.1	Outline how human behaviours can harm the environment
	1.2	Outline how human behaviours can help the environment
2. Know about environmental issues which affect the local area	2.1	Identify an environmental issue which has an impact on their local area
	2.2	Describe what caused the issue
	2.3	Identify ways in which the issue can be tackled to bring about improvements
3. Be able to participate in activities to help improve the environment in the local area	3.1	Identify activities that they can participate in to improve the local environment
	3.2	Take part in at least two activities to improve the local environment
	3.3	Describe the benefits of these activities for the local area
	3.4	State what actions are needed to maintain improvements in the future

Exploring Business and Enterprise

Unit Reference	K/504/5145	
Level	1	
Credit Value	2	
Guided Learning (GL)	18 hours	
Unit Summary	In this unit, learners will explore different types of businesses and what makes them successful.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Be able to identify different types of organisations that provide goods and/or services	1.1	Identify a social enterprise and a commercial enterprise and state how their objectives differ
	1.2	Identify a service provided by a public sector organisation and a service provided by a business in the private sector
	1.3	Identify how public sector and private sector organisations differ in the way they are financed
	1.4	Identify the key differences between running a business/enterprise as a: ➤ sole trader ➤ partnership ➤ co-operative
2. Understand how businesses/enterprises benefit society	2.1	Describe the ways that businesses/enterprises benefit individual workers and their communities
	2.2	Identify the economic benefits that businesses/enterprises bring to society
3. Be able to identify the features of a successful business/enterprise	3.1	Identify what skills and qualities are needed within a workforce to help a business/enterprise be successful
	3.2	Identify a successful business/enterprise and the products and/or services it supplies

	3.3	Give reasons why the business is successful
	3.4	Give reasons why the process of the business planning helps an enterprise to be successful

Exploring Job Opportunities

Unit Reference	T/504/5147	
Level	1	
Credit Value	1	
Guided Learning (GL)	8 hours	
Unit Summary	In this unit, learners will explore suitable job opportunities and consider how they can make the most of these opportunities.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.1)	
The learner will	The learner can	
1. Be able to identify suitable job opportunities	1.1	State who to see and where to go for help with job choices
	1.2	Review their interests, experiences, skills and qualities
	1.3	Get information about job opportunities that may be suitable
	1.4	Agree realistic job options
2. Be able to identify steps for working towards getting a job	2.1	Identify and agree next steps that would maximise their chance of being successful if they wanted to apply for a particular job option

Fabric Care		
Unit Reference	L/618/0144	
Level	1	
Credit Value	1	
Guided Learning (GL)	7 hours	
Unit Summary	The unit covers the different fabric types, staining and care labels.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Identify different types of staining	1.1	Identify 3 types of different stains
	1.2	Describe the methods to remove identified stains
	1.3	Explain the consequences of using incorrect stain removal techniques on the identified stains
2. Understand the different fibre types	2.1	State the differences between manmade fibres and natural fibres
	2.2	Identify 2 manmade and 2 natural fibres
	2.3	Identify garments commonly produced using the fabric created from each fibre type identified
3. Understand care labels	3.1	State why it is important to understand care labels
	3.2	Identify common symbols that are found on care labels and their meaning
	3.3	State the consequences of not following the wash label correctly

Health and Safety in the Workplace

Unit Reference	Y/504/5173	
Level	1	
Credit Value	2	
Guided Learning (GL)	16 hours	
Unit Summary	In this unit, learners are required to show their understanding of the importance of health and safety at work.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand rights and responsibilities relating to workplace health and safety	1.1	State the main health and safety responsibilities of employers
	1.2	State the health and safety responsibilities of individuals who work for organisations
	1.3	Give examples of legislation and regulations, relevant to own situation, that help keep individuals healthy and safe at work
	1.4	Explain why it is important to follow health and safety procedures
2. Understand health and safety arrangements in own workplace	2.1	State how individuals working for the organisation are given information about health and safety
	2.2	Identify safety signs in the workplace and state what they mean
	2.3	State how to report a hazard in the workplace
	2.4	Identify the location of: ➤ fire/emergency alarm ➤ firefighting equipment ➤ fire exits ➤ assembly points

		> first aid box > first aid assistance > accident book
3. Understand how to prevent and deal with accidents	3.1 3.2 3.3 3.4 3.5	Identify common accidents in the workplace List ways such accidents can be prevented State how a near miss or accident should be reported State what to do in the event of personal injury Describe when and how to call for emergency assistance
4. Be able to perform workplace tasks safely	4.1 4.2 4.3	Follow health and safety procedures to carry out tasks safely Use and store tools and equipment safely Maintain a clean and tidy work area

Interview Skills		
Unit Reference	R/505/6897	
Level	1	
Credit Value	1	
Guided Learning (GL)	10 hours	
Unit Summary	In this unit, learners will prepare for and take part in an interview.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Be able to prepare for an interview	1.1	Outline the purpose of an interview for both interviewer and interviewee
	1.2	List the type of information which would be useful to have before an interview
	1.3	Identify how they could find out the information they need before an interview
	1.4	Identify two questions that an interviewer might ask at an interview, stating why
	1.5	Identify two questions an interviewee may ask at an interview, stating why
	1.6	Describe what interviewers expect with regard to: > punctuality > dress > behaviour > language used
2. Be able to take part in an interview	2.1	Respond clearly to questions asked by the interviewer using appropriate language
	2.2	Use appropriate non-verbal communication in an interview

	2.3	Outline what went well at the interview
	2.4	Identify how they could improve their performance in interviews in the future

Introduction to Customer Care

Unit Reference	D/501/7021	
Level	1	
Credit Value	1	
Guided Learning (GL)	10 hours	
Unit Summary	In this unit, learners will develop an understanding of the benefits of good customer service and how poor customer service can affect a business.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.1)	
The learner will	The learner can	
1. Recognise the elements of positive customer experience	1.1	Give an example of a positive customer experience
	1.2	Give an example of a negative customer experience
2. Understand the importance of the customer's experience to a business	2.1	Indicate how positive and negative customer experience could affect business
3. Recognise own contribution to customer experience	3.1	Identify and demonstrate behaviours that would contribute to a positive customer experience when: ➤ greeting a customer ➤ answering customer questions ➤ relaying customer information or requests to the correct workplace person
	3.2	Identify and demonstrate behaviours that would contribute to a negative customer experience when: ➤ greeting a customer ➤ answering customer questions ➤ relaying customer information or requests to the correct workplace person

4. Know how to promote customer safety	4.1	Identify and demonstrate customer safety procedures
Learning through Work Experience		
Unit Reference	T/504/5181	
Level	1	
Credit Value	3	
Guided Learning (GL)	24 hours	
Unit Summary	In this unit, learners will plan and take part in work experience and review their experience.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Be able to prepare for learning in the workplace	1.1	Agree an appropriate setting for workplace learning
	1.2	Plan how to get to workplace on time
	1.3	Identify: ➤ the times to start, finish and take breaks ➤ the person to report to ➤ what to wear at work
	1.4	State the type of tasks/activities expected in work role
	1.5	Agree what will be gained from the learning experience including: ➤ knowledge of how the organisation operates ➤ a view on the suitability of that work environment for themselves
2. Be able to carry out activities in the workplace	2.1	Describe what they learnt from induction including health and safety requirements
	2.2	

	2.3	Complete workplace tasks to the required standard Ask for help and advice when necessary
3. Be able to identify what has been learnt from the workplace experience	3.1	Review workplace experience, with an appropriate person, including the benefits and drawbacks of the work setting
	3.2	Describe what has been learnt from the workplace experience
	3.3	State how the experience may affect decisions about own work/career choices

Maintaining Work Standards

Unit Reference	J/504/5251	
Level	1	
Credit Value	3	
Guided Learning (GL)	24 hours	
Unit Summary	In this unit, learners will explore standards of behaviour and performance expected in the workplace.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.6)	
The learner will	The learner can	
1. Understand why employees are expected to comply with workplace standards and codes of conduct	1.1	Give examples that show why regular attendance and good timekeeping are important in the workplace
	1.2	Explain why organisations expect workers to dress or behave in particular ways
	1.3	Give examples that show why it is important to follow Health and Safety procedures in the workplace
	1.4	Explain why workplace tasks need to be completed to a particular standard and within a reasonable timeframe
2. Know what standards are required in own organisation	2.1	Identify the requirements for attendance and timekeeping in own organisation
	2.2	State the procedures to follow in cases of lateness or absence
	2.3	State why it is important to follow own organisation's lateness and absence procedures
	2.4	Describe the organisation's standard for image in terms of appearance and behaviour
	2.5	Give examples of different tasks and describe the standards to which they should be completed

	2.6	Give examples of safe working practices in relation to different tasks
3. Be able to plan for, and meet, timekeeping and attendance requirements of own organization	3.1	Plan their journey to work to ensure they are able to start work on time
	3.2	Meet timekeeping and attendance requirements
	3.3	Follow procedures if there are any difficulties in timekeeping and attendance
4. Be able to complete activities to specified work standards	4.1	Describe the tasks that need to be done
	4.2	Identify the help, materials, equipment and/or tools needed to complete tasks
	4.3	Ask for any help needed to achieve the quality of work required and to meet deadlines
	4.4	Check finished work meets the required quality
	4.5	Meet deadlines
	4.6	Meet the organisation's standard for carrying out tasks safely

Overcoming Barriers to Work

Unit Reference	L/504/5199	
Level	1	
Credit Value	1	
Guided Learning (GL)	9 hours	
Unit Summary	In this unit, learners will explore issues which can impact on success at accessing and staying in work.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand the factors that enable an individual to be successful in accessing and staying in work	1.1	Identify external factors that may impact on the range of work opportunities available
	1.2	Identify personal qualities that may affect an individual's ability to access and stay in work
2. Be able to identify barriers to accessing work and identify how to get support to help overcome them	2.1	Identify potential barriers to accessing work opportunities
	2.2	Identify sources of information and support to help overcome barriers
	2.3	Identify potential barriers relevant to own situation
3. Be able to plan to deal with money issues associated with becoming an employee	3.1	Identify items of expenditure associated with being an employee
	3.2	Identify benefits that are available to people in work
	3.3	State the eligibility criteria for benefits for different circumstances

Participating in an Enterprise Activity

Unit Reference	H/504/5208	
Level	1	
Credit Value	3	
Guided Learning (GL)	24 hours	
Unit Summary	In this unit, learners will plan, take part and review an enterprise activity.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Be able to plan an enterprise activity with others	1.1	Agree an enterprise activity to take part in and describe its intended outcome/s
	1.2	Describe what needs to be done and identify timescales for completing tasks
	1.3	Agree roles and responsibilities of team members
	1.4	Agree arrangements for reviewing progress
2. Be able to meet own responsibilities for an enterprise activity	2.1	Identify resources needed to meet own responsibilities
	2.2	Carry out own tasks to the standard required
	2.3	Keep team members informed of progress
	2.4	Respond to difficulties in an appropriate way
3. Be able to review an enterprise activity	3.1	Share information on the extent to which the intended outcome was achieved
	3.2	Identify what the team did well and less well in carrying out the enterprise activity
4. Be able to review own contribution to an enterprise activity	4.1	Identify own contribution towards achieving the intended outcome of the enterprise activity
	4.2	Identify own enterprise skills, attitudes and qualities used in carrying out the activity

	4.3	Agree next steps for continuing to improve own enterprise skills
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Planning and Reviewing Learning

Unit Reference	F/504/5300	
Level	1	
Credit Value	2	
Guided Learning (GL)	16 hours	
Unit Summary	In this unit, learners will consider how they can develop themselves to improve their learning and performance.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Understand how setting targets can help improve their learning and performance	1.1	Describe how their learning and performance can be improved by setting clear targets
2. Be able to develop a plan to improve their learning and performance	2.1	Agree realistic targets
	2.2	Identify clear steps and deadlines for each target
	2.3	Identify where to get the support they need
	2.4	Identify arrangements for checking progress
3. Be able to carry out their plan	3.1	Work through the steps in their plan to complete work on time
	3.2	Use different ways of learning suggested by their tutor/supervisor and make changes when needed to improve performance
	3.3	Reflect on their progress and use support given by others to help meet their targets
4. Be able to review how they have improved their learning and performance	4.1	Identify targets they have met and describe how they have improved their performance
	4.2	Identify what they learned and the different ways they learned

	4.3	Describe what went well and what went less well
	4.4	Use feedback to help identify what they will do to continue to improve how they learn

Preparing for Work

Unit Reference	M/505/6907	
Level	1	
Credit Value	2	
Guided Learning (GL)	20 hours	
Unit Summary	In this unit, learners will explore their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	The learner can	
1. Understand how own skills and qualities relate to those needed for working life	1.1	Describe personal and employability skills and qualities which employees need to enter the workforce
	1.2	Describe their own skills, qualities and achievements
	1.3	Explain how their own skills, qualities and achievements relate to those needed in the workplace
	1.4	Identify areas they need to improve
2. Be able to identify personal career opportunities	2.1	Find out about a range of potential employment opportunities which interest them
	2.2	State how two of these employment opportunities match their skills, qualities and achievements to a potential job role
	2.3	Identify key information needed for an application or interview for one selected employment option

Rights and Responsibilities in the Workplace

Unit Reference	T/504/5214	
Level	1	
Credit Value	1	
Guided Learning (GL)	8 hours	
Unit Summary	In this unit, learners will explore rights and responsibilities of employees in the workplace.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	The learner can	
1. Understand that employees have rights in the workplace	1.1	Describe the main rights all employees have at work
	1.2	Explain the rights of an employee working in a particular job/employment sector
	1.3	Give examples of laws that help to protect employees at work
	1.4	Identify who could help with problems at work to do with employee rights
	1.5	State what steps should be taken by an employee if they had a grievance issue at work
2. Understand that employees have responsibilities in the workplace	2.1	Describe the main responsibilities an employee has at work
	2.2	State how an employee gets information about their responsibilities in the workplace
	2.3	State what steps should be taken by an employee if they were faced with disciplinary procedures at work

Sorting Fabrics		
Unit Reference	R/618/0145	
Level	1	
Credit Value	1	
Guided Learning (GL)	7 hours	
Unit Summary	In this unit, learners will cover the sorting and classification of fabrics for washing.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Identify risk within the sorting process	1.1	List 3 risks associated with the sorting process and PPE needed
	1.2	Describe the procedure you would follow if you found any risks
	1.3	Explain the consequences of not following the correct safety procedures
2. Understand sorting classification	2.1	List 3 factors you would sort fabrics on
	2.2	Explain the procedure to be followed if you identify damaged items
	2.3	State the importance of the weight of the washing load
	2.4	Explain the consequences if correct sorting procedures are not followed
3. Understand equipment used in the sorting process	3.1	List 3 types of equipment used in the sorting process
	3.2	Explain the importance of reporting faulty equipment
	3.3	State who to contact for equipment failure

Team Working		
Unit Reference	T/504/5245	
Level	1	
Credit Value	2	
Guided Learning (GL)	16 hours	
Unit Summary	In this unit, learners will plan, take part in and review a team activity.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand how they can play a valuable part in a team	1.1	Describe the contribution they can make to help a team be successful
2. Be able to plan to work in a team	2.1	Confirm the objectives their tutor/supervisor has given to the team
	2.2	Describe the ground rules for working in the team
	2.3	Confirm what tasks the team has to carry out and deadlines
	2.4	Confirm own individual responsibilities for: ➤ Tasks to be done ➤ Health and safety ➤ Following the ground rules
	2.5	Agree the arrangements for working together as a team relating to: ➤ who they will be working with ➤ where and when who to ask for help when it is needed
3. Be able to work with others to achieve team objectives	3.1	Get what they need to carry out tasks and meet own responsibilities in the team
	3.2	

		Complete tasks without disrupting or offending others
	3.3	Complete tasks safely following the methods they have been given
	3.4	Reflect on progress of own work and that of the team
	3.5	Ask for help when appropriate
	3.6	Give support to others when appropriate
4. Be able to review the work of the team and own contribution, and agree how to improve own skills	4.1	Describe what went well and less well in the work of the team including ground rules, working relationships and whether the team achieved its objectives
	4.2	Describe how they personally helped the team to achieve its objectives
	4.3	Agree ways of improving how they work as a member of a team in the future, including how they get on with other members of a team

Using Advice and Guidance

Unit Reference	L/504/5249	
Level	1	
Credit Value	1	
Guided Learning (GL)	8 hours	
Unit Summary	In this unit, learners will use sources of advice and guidance to help them make decisions about achieving own learning or work-related goals.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand the benefits of advice and guidance in achieving learning and work-related goals	1.1	State how advice and guidance can help achieve learning and work-related goals
	1.2	Identify at what stages of learning and work it would be beneficial for an individual to seek advice and guidance
2. Understand how to access relevant advice and guidance	2.1	Identify a range of sources of advice and guidance related to achieving learning and work-related goals
	2.2	State the advantages and disadvantages of using particular sources of advice and guidance
	2.3	Identify the information needed to help make decisions about achieving own learning or work goals
	2.4	Choose and agree source/s of advice and guidance which would be helpful in own situation
3. Be able to use advice and guidance to help make decisions about achieving own learning or work-related goals	3.1	Agree when and how to access advice and guidance
	3.2	Use the chosen source/s to get the information needed
	3.3	Identify the next steps towards achieving a learning or work-related goal

Working towards Goals		
Unit Reference	J/502/0463	
Level	1	
Credit Value	2	
Guided Learning (GL)	20 hours	
Unit Summary	In this unit, learners will develop an understanding of how to identify and work towards goals appropriately.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Be able to identify and explain their goals	1.1	Describe own strengths and what they need to improve
	1.2	Identify at least one goal which is important for their development
	1.3	Explain why achieving this goal is important
	1.4	Agree the goal with an appropriate person
2. Prepare an action plan to meet their goal	2.1	Identify the activities needed to work towards the goal
	2.2	Identify timescales and deadlines for the achievement of the goal
	2.3	Identify the resources needed to support them in achieving the goal
3. Be able to review progress towards achieving their goal	3.1	Follow the activities outlined in the action plan
	3.2	Regularly review the activities and outcomes with an appropriate person
	3.3	Identify what has been achieved and what still needs to be done
	3.4	Amend the action plan to reflect their progress

Working with Community Groups

Unit Reference	T/505/6908	
Level	1	
Credit Value	2	
Guided Learning (GL)	20 hours	
Unit Summary	In this unit, learners will participate in local community activities and understand the benefits of these activities for themselves and the community.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Know why people get involved in community activities	1.1	State why people get involved in community activities
	1.2	Describe two different community groups and their activities
	1.3	State why these groups are important for the community
2. Be able to demonstrate their involvement in community activities	2.1	Contribute to activities within their community
	2.2	Describe how the activities benefit the community
	2.3	Describe how the activities benefit themselves
	2.4	Plan further activities with others to continue/maintain benefits to the community

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - Original certificates OR
 - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards

the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from

<https://skillsandeducationgroupawards.co.uk/for-centres/>

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment

- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.