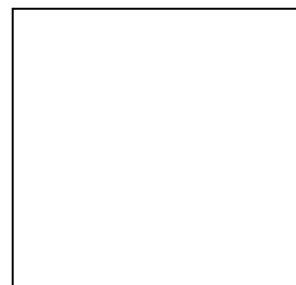




L1 Award Employability Skills (QCF) N. Ireland. 5546-22 QAN 601/3658/3

L1 Introductory Award in Personal and Social Skills. 5546-31QAN601/3673/X



Please Insert Photograph

# City and Guilds 5546 - 405 - 441 - 425

## Employability Skills

Candidate Name: \_\_\_\_\_

Start Date: Sept-2015

Assessor Name: \_\_\_\_\_

Completion Date: June-2016

Internal Verifier: \_\_\_\_\_

Date: \_\_\_\_\_

Unit No 405	1.0	2.0	3.0	4.0	5.0	6.0	Complete by
Achieved							Dec 2015

Unit No 441	7.0	8.0	9.0	Complete by
Achieved				March 2016

Unit No 425	10.0	11.0	Complete by
Achieved			June 2016

Assessor Decision. Pass:

Refer:

# City & Guilds 5546 Employability Skills

## **Unit 405**

### **Career Planning and Making Applications**

**Page No**

1.0	Be able to choose a suitable career pathway	8
1.1	List sources of careers advice and guidance	8
1.2	Research career options	8
1.3	Agree a suitable career pathway	9
2.0	Be able to identify a suitable job, training programme or course	10
2.1	List sources of information for job vacancies, training programmes or courses	10
2.2	Find a suitable job vacancy, training programme or course	11
3.0	Understand how to prepare a Curriculum Vitae	12
3.1	Identify own skills, qualities, experience and qualifications	12
3.2	Draft a Curriculum Vitae	13
4.0	Understand how candidates are selected for an interview	15
4.1	Describe how candidates are selected for an interview for a job, training programme or course	15
5.0	Be able to apply for a job, training placement or course	16
5.1	Obtain an application form and / or job details	16
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### **Rights and Responsibilities in The Workplace**

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8.2	Describe his / her responsibilities	31
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9.0	Understand why health and safety rules are important	33
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9.3	Explain how he/she can contribute to keeping colleagues and customers safe and healthy	34
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# City & Guilds 5546 Employability Skills

## Unit 425

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10.1 State the importance of positive and appropriate behaviour for learning and work	41
10.2 Give examples of positive and appropriate <b>behaviour</b> for learning and work	42
10.3 State the importance of positive <b>qualities</b> and <b>attitudes</b> for learning and work	43
10.4 Give examples of positive qualities and <b>attitudes</b> for learning and work	44
11.0 Understand personal development needs	45
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## UNIT 405

### CAREER PLANNING AND MAKING APPLICATIONS



The target date for completion of this section is Dec 2015

**All relevant supplementary evidence can be inserted into the appendix at the end of the portfolio**

# City & Guilds 5546 Employability Skills

## Unit 405 Career planning and making applications

<b>UAN:</b>	A/501/6880
<b>Level:</b>	1
<b>Credit Value:</b>	3
<b>GLH:</b>	24
<b>Aim:</b>	The aim of this unit is to help the learner to be able to identify and apply for a suitable job, training programme or course
<b>Assessment:</b>	Learner Portfolio

<b>Learning outcome</b>
1. be able to choose a suitable career pathway
<b>Assessment criteria</b>
The learner can:  1.1 list sources of careers advice and guidance 1.2 research career options 1.3 agree a suitable career pathway.

<b>Learning outcome</b>
The learner will:  2. be able to identify a suitable job, training programme or course
<b>Assessment criteria</b>
The learner can:  2.1 list sources of information for job vacancies, training programmes or courses 2.2 find a suitable job vacancy, training programme or course.

## City & Guilds 5546 Employability Skills

<b>Learning outcome</b>
The learner will:
3. understand how to prepare a Curriculum Vitae
<b>Assessment criteria</b>
The learner can:
3.1 identify own skills, qualities, experience and qualifications
3.2 draft a Curriculum Vitae.

<b>Learning outcome</b>
The learner will:
4. understand how candidates are selected for interview
<b>Assessment criteria</b>
The learner can:
4.1 describe how candidates are selected for an interview for a job, training programme or course.

<b>Learning outcome</b>
The learner will:
5. be able to apply for a job, training placement or course
<b>Assessment criteria</b>
5.1 obtain an application form and/or job details
5.2 complete the application.

<b>Learning outcome</b>
The learner will:
6. understand the interview process
<b>Assessment criteria</b>
The learner can:
6.1 list what needs to be considered in preparation for the interview
6.2 observe or take part in a real or simulated interview
6.3 give examples of effective and ineffective interview practice.

# City & Guilds 5546 Employability Skills

## Unit 405 Career planning and making applications

### Supporting information

#### Guidance and evidence

This unit focuses on the learner planning a career and preparing for an interview.

Learners should be encouraged to consider what they want from a job or training opportunity. How far are they willing to travel? Are there particular hours or shifts that they want or that they cannot do? Would they prefer to train or study whilst they work or would they prefer to gain their qualifications first? Would they prefer to work inside or outside? Do they want to work with people?

Visits could be organised to the Careers Advisory Service and/or to particular employers, training providers or colleges. External speakers, such as Information, Advice and Guidance (IAG) professionals, could be invited to talk to the learners and discuss their individual plans. Employers could offer interview experience.

For criterion 1.1 the candidate needs to **list** sources of careers advice and guidance. These could include people, organisations and websites.

For 1.2 the candidate needs to **research** at least two career options.

For 1.3 the candidate needs to **agree** a suitable career pathway with an appropriate person eg tutor, supervisor, careers adviser. Evidence for 1.1 to 1.3 can be a candidate statement signed by the assessor to confirm agreement.

For criterion 2.1 the candidate needs to **list** sources of information for job vacancies, training programmes or courses eg local media and job centre.

For 2.2 the candidate needs to **find** a suitable job vacancy, training programme or course related to their chosen career pathway. For example, a part-time job may contribute to the candidate's skills development. Information could be provided for the candidate in a manageable form eg extracts from newspapers or websites, although the learner is expected to identify relevant information and state why their choice is a suitable one in relation to the career pathway identified in 1.3.

Evidence for 2.1 and 2.2 may be a candidate statement.

For criterion 3.1 the candidate needs to **identify** own skills, qualities, experience and qualifications. Skills might include being able to communicate effectively, manage time, multi-task, follow instructions, drive. Qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working. Evidence for 3.1 may be a candidate statement.

## City & Guilds 5546 Employability Skills

For 3.2 the candidate needs to **draft** a Curriculum Vitae (CV) but this can be typed up by someone else. Evidence for 3.2 should be the CV.

For criterion 4.1 the candidate needs to **describe** the selection process eg job specifications, desirable and essential criteria, application forms, CVs, types of interview, short listing. Evidence for 4.1 may be a candidate statement.

For criterion 5.1 the candidate needs to **obtain** an application form and/or job details. This could be in writing, by telephone, via the internet or face-to-face. Evidence may be the application form, job details or candidate statement.

For 5.2 the candidate needs to **complete** the application. This may be a form or letter but it could be a telephone application. Evidence may be the completed form or letter of application or for a telephone application may be an assessor observation or an audio recording.

For criterion 6.1 the candidate needs to **list** what needs to be considered in preparation for the interview eg researching the job/course/placement and the company/institution, research transport and timings, prepare clothes for the interview, etc. Evidence may be a candidate statement.

For 6.2 the candidate needs to **observe** or **take part** in a real or simulated interview. The candidate could take part in a real interview or a practice interview. Alternatively, the candidate could watch a video or role play. Evidence may be an assessor statement.

For 6.3 the candidate needs to **give at least two examples** of effective interview practice and at least two examples of ineffective interview practice. Evidence may be a candidate statement.

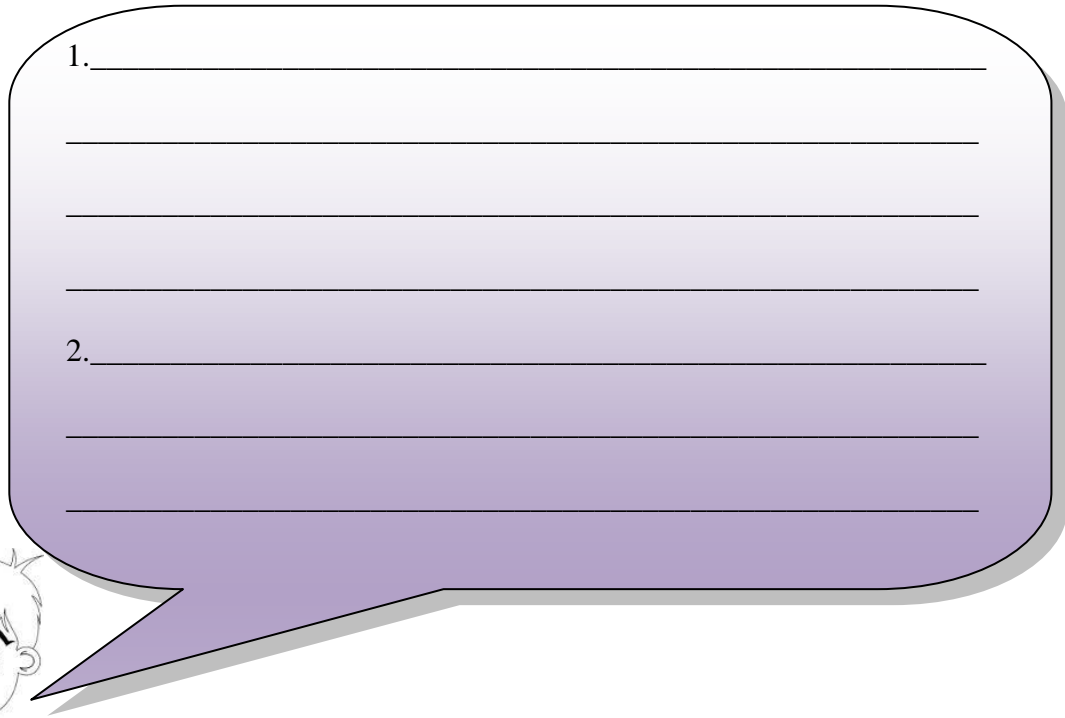


# City & Guilds 5546 Employability Skills

## 1.0 Choose a suitable career pathway

### 1.1 List two sources of careers advice and guidance

For criterion (1.1) the learner needs to **list** sources of careers advice and guidance. These could include people, organisations and websites.

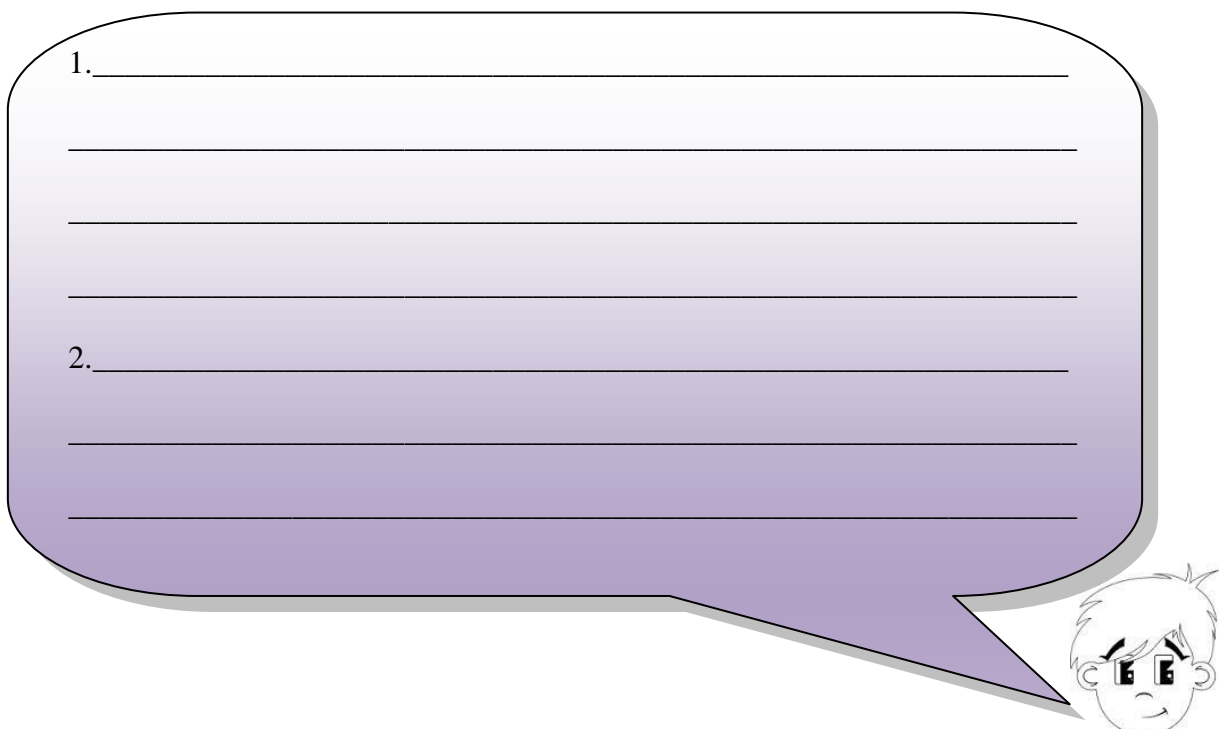


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2. \_\_\_\_\_  
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### 1.2 Research career options

For criterion (1.2) the learner needs to **research** at least two career options.



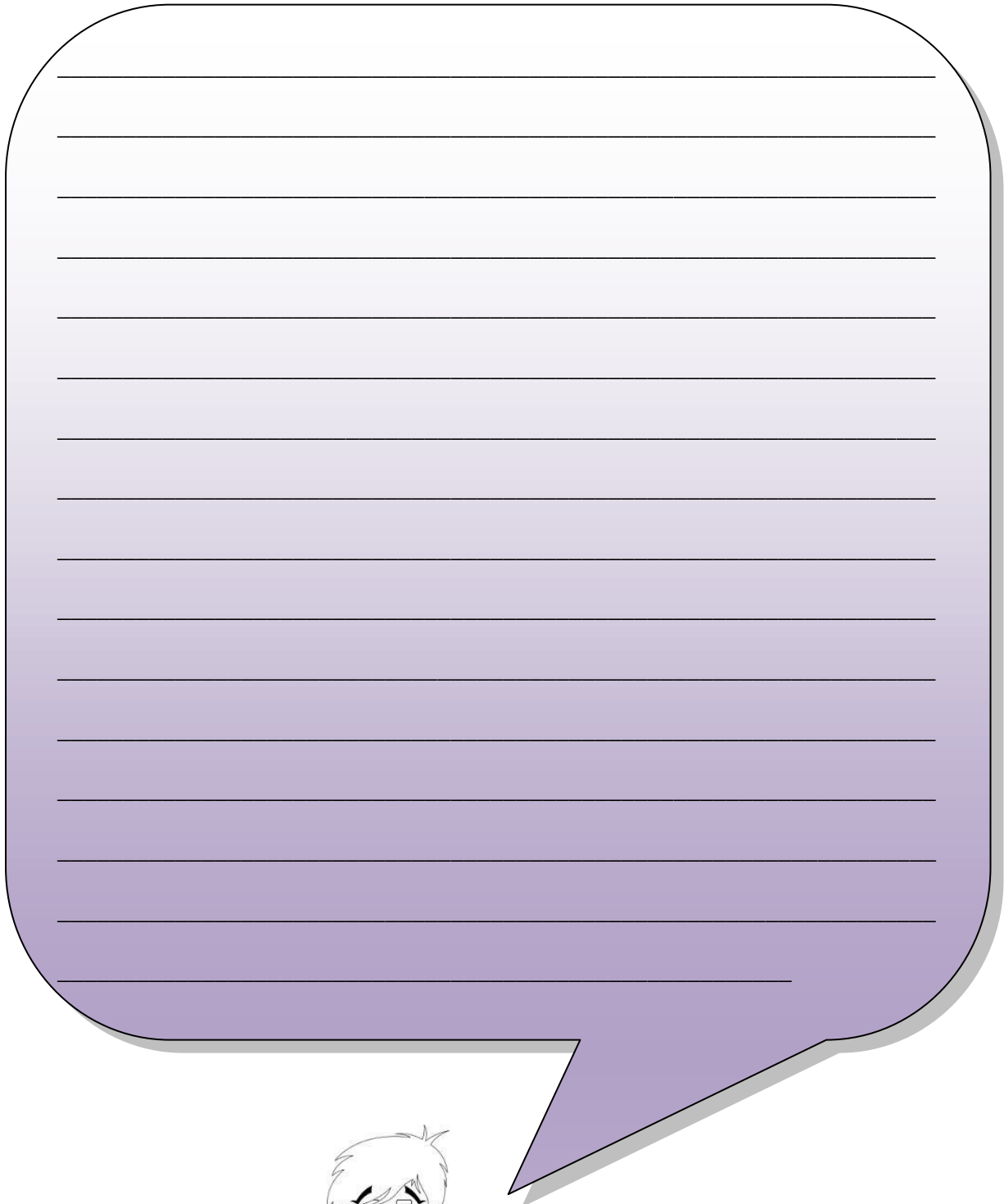
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2. \_\_\_\_\_  
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# City & Guilds 5546 Employability Skills

## 1.3 Agree a suitable career pathway

For criterion (1.3) the learner needs to **agree** a suitable career pathway with an appropriate person eg tutor, supervisor, careers adviser.

A large purple speech bubble with a white outline and a drop shadow. The interior of the bubble is filled with horizontal lines, providing space for the learner to write their response. The bubble has a tail pointing towards the bottom right.

# City & Guilds 5546 Employability Skills

2.0 Identify a suitable job, training programme or course.

2.1 List **two** sources of information for job vacancies, training programmes or courses

For criterion (2.1) the candidate needs to list **two** sources of information for job vacancies, training programmes or courses eg local media and job centre.

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# City & Guilds 5546 Employability Skills

## 2.2 Find a suitable job vacancy, training programme or course

For criterion (2.2) the candidate needs to **find** a suitable job vacancy, training programme or course related to their chosen career pathway. For example, a part-time job may contribute to the learner's skills development. Information could be provided for the candidate in a manageable form eg extracts from newspapers or websites, although the learner is expected to identify relevant information and state why their choice is a suitable one in relation to the career pathway identified in 1.3.



A large, rounded rectangular box with a light purple gradient background, containing horizontal lines for writing. The box is connected to the cartoon head above it by a line.

# City & Guilds 5546 Employability Skills

## 3.0 Understand how to prepare a Curriculum Vitae [CV]

### 3.1 Identify your own skills, qualities, experiences and qualifications

For criterion 3.1 the candidate needs to **identify** own skills, qualities, experience and qualifications. Skills might include being able to communicate effectively, manage time, multi-task, follow instructions, drive. Qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working. Evidence for 3.1 may be a candidate statement.

Skills: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Qualities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Experiences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Qualifications: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# City & Guilds 5546 Employability Skills

## 3.2 Draft a Curriculum Vitae (CV)

For 3.2 the candidate needs to **draft** a Curriculum Vitae (CV) but this can be typed up by someone else. Evidence for 3.2 should be the CV.

<b>Personal Details</b>	
Name: _____	Date of Birth: _____
Address: _____	
_____	
_____	
Tel No: _____	
<b>School Education and Training</b>	<b>Year</b>
_____	
_____	
_____	
_____	
<b>Further Education and Training</b>	<b>Year</b>
_____	
_____	
_____	
<b>Work Experience</b>	<b>Year</b>
_____	
_____	
_____	
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# City & Guilds 5546 Employability Skills

Continued.....

## Hobbies and Interests

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## Personal Statement

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### Referee 1:

Name: \_\_\_\_\_

Address:

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### Referee 2:

Name: \_\_\_\_\_

Address:

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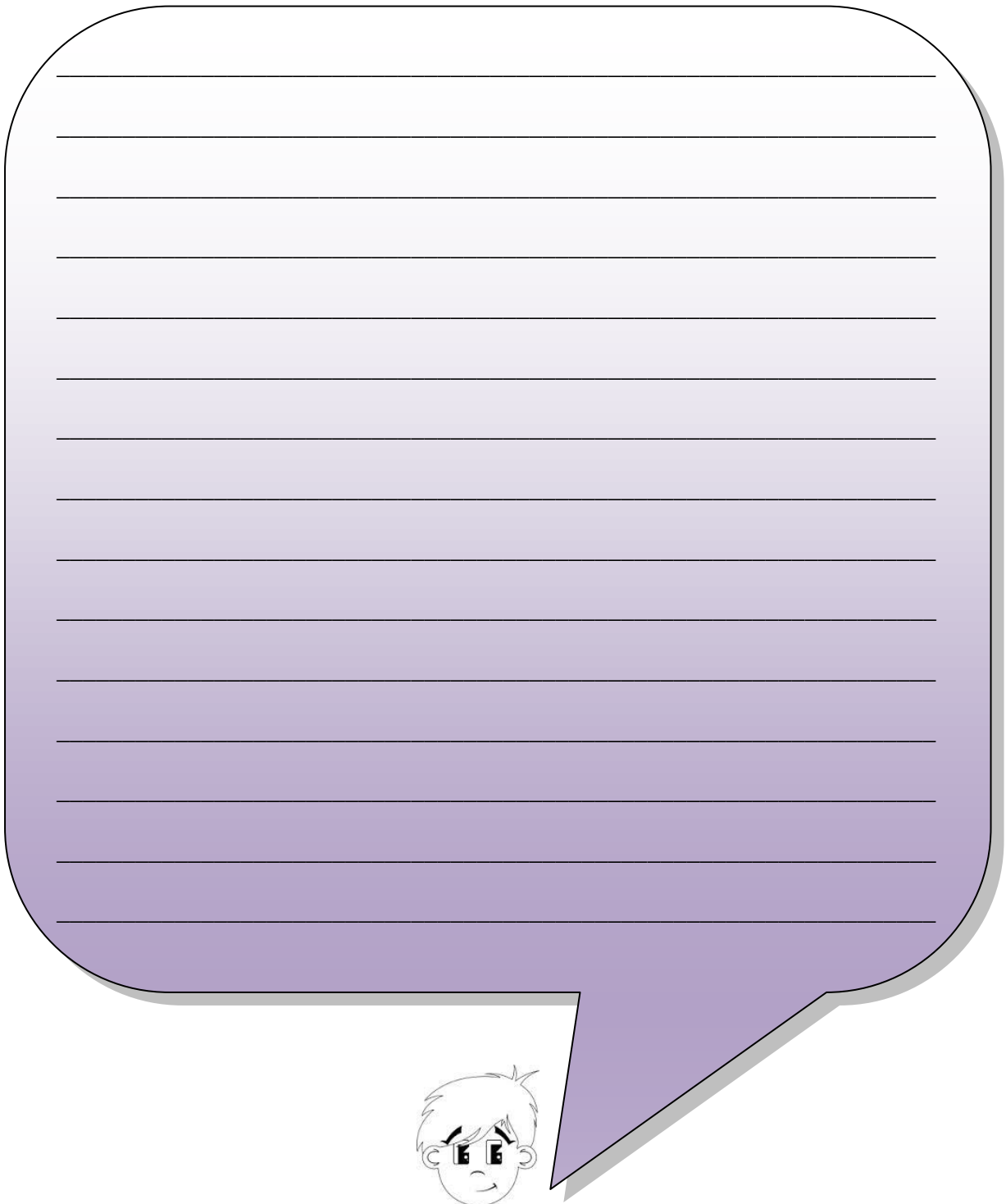
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# City & Guilds 5546 Employability Skills

## 4.0 Understand how candidates are selected for an interview

### 4.1 Describe how candidates are selected for an interview for a job, training programme or course

For criterion (4.1) the learner needs to **describe** the selection process e.g. job specifications, desirable and essential criteria, application forms, CVs, types of interview, short listing. Evidence for 4.1 may be a learner statement.



A large purple speech bubble with a white border and rounded corners. Inside the bubble are 18 horizontal lines for writing. At the bottom of the bubble, there is a small cartoon character with spiky hair and large eyes, looking upwards.



# City & Guilds 5546 Employability Skills

## 5.0 Be able to apply for a job, training placement or course

### 5.1 Obtain an application form and / or job details. (see below)

For criterion (5.1) candidate needs to **obtain** an application form and/or job details. This could be in writing, by telephone, via the internet or face-to-face. Evidence may be the application form, job details or learner statement.

### 5.2 Complete the application.

Supplementary evidence can be submitted in the appendix section

Please fill in the following Job Application Template

Job applied for: \_\_\_\_\_

Personal Details		
Title	Surname	First Name(s)
Home Address:	_____	
	_____	
	_____	
	_____	
	_____	
	_____	
Postcode:	_____	
Telephone:	_____	
	_____	
E-mail:	_____	
	_____	
Nationality:	_____	
	_____	
Date of Birth:	_____	
Do you need a work permit for permanent employment in the UK?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Do you have one? Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you hold a full UK driving Licence?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

# City & Guilds 5546 Employability Skills

Continued.....

## Education and Qualifications

Please provide details of qualifications obtained or currently studied for. List most recent first and give all results known whatever the outcome.			
Educational Institution	Date Awarded	Award & Title of Award GCSE / BTEC	Result

## Employment and Work Experience.

Please describe briefly any work (whether paid or unpaid) which you have undertaken. Start with most recent first.			
Date	Employer Name	Job Title / Responsibility	Reason for Leaving

# City & Guilds 5546 Employability Skills

Continued.....

## Referees / References

Referee 1	Referee 2
Name: _____	Name: _____
Position: _____	Position: _____
Address: _____	Address: _____
_____	_____
_____	_____
_____	_____
_____	_____

## Declaration

The statements made on this form are true. I understand any false statements may jeopardize my application and may lead to an offer being withdrawn. I have completed the Equal Opportunities Monitoring Data.

Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

# City & Guilds 5546 Employability Skills

## 6.0 Understand the interview process

### 6.1 List what needs to be considered in preparation for the interview

For criterion (6.1) the learner needs to **list** what needs to be considered in preparation for the interview e.g. researching the job/course/placement and the company/institution, research transport and timings, prepare clothes for the interview, etc. Evidence may be a learner statement.



A large purple speech bubble with a white outline and a white drop shadow. Inside the bubble are 18 horizontal lines for writing. At the bottom right of the bubble is a small cartoon character with spiky hair and large eyes.

## City & Guilds 5546 Employability Skills

### 6.2 Observe or take part in a real or simulated interview

For criterion (6.2) the candidate needs to **observe** or **take part** in a real or simulated interview. The candidate could take part in a real interview or a practice interview. Alternatively, the candidate could watch a video or role play. Evidence may be an assessor statement.

**Please see the interview record sheet on the next page.**

# City & Guilds 5546 Employability Skills

1. Tell me about yourself? [5] [ ]

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2. Why did you apply for this course? [5] [ ]

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3. Why should you progress to the next level of the course? [5] [ ]

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4. What would you like to be doing in five years' time? [5] [ ]

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5. Tell me two main strengths or positive things about you? [5] [ ]

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6. Can you outline any weaknesses you may have? [5] [ ]

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7. What is your greatest accomplishment up until now? [5] [ ]

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8. What can you add to the course that others cannot add? [5] [ ]

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9. What motivates you and why? [5] [ ]

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10. Do you have any questions to ask me? [5] [ ]

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# City & Guilds 5546 Employability Skills

## INTERVIEW FEEDBACK SHEET

Score out of 50	_____
Adjusted Score out of 100	_____

How do you feel the interview went.

Student comments:

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Tutor comments:

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Signed:.....(Lecturer)

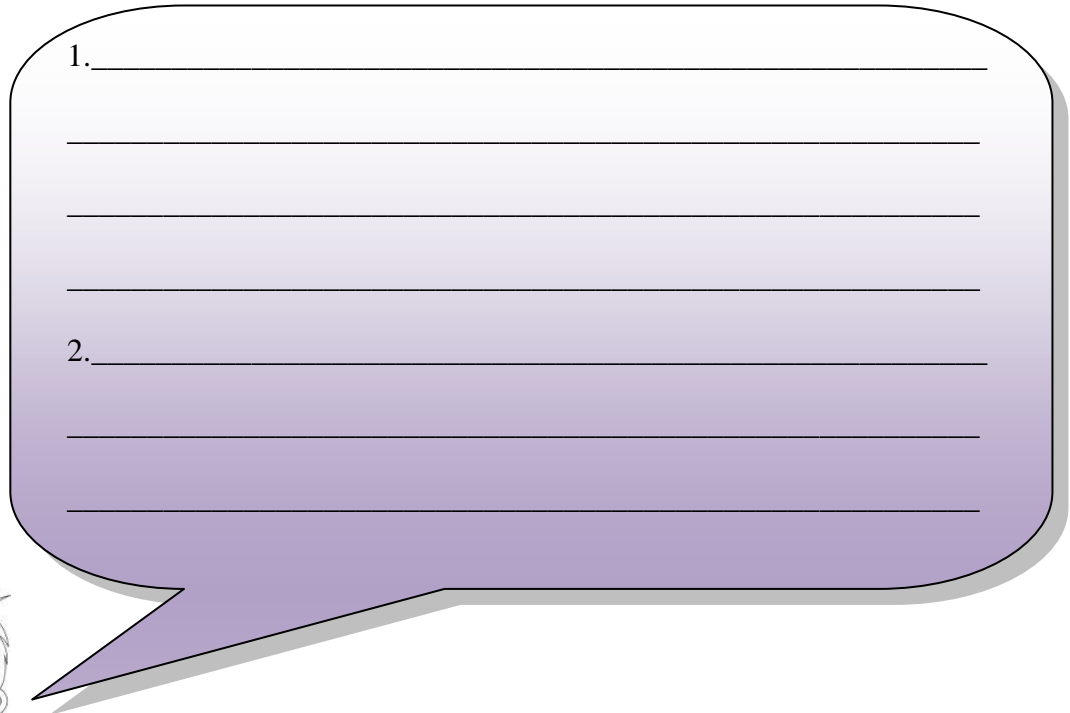
Signed:.....(Student)

# City & Guilds 5546 Employability Skills

## 6.3 Give examples of effective and ineffective interview practice

For criterion (6.3) the candidate needs to **give at least two examples** of effective interview practice and at least two examples of ineffective interview practice. Evidence may be a learner statement.

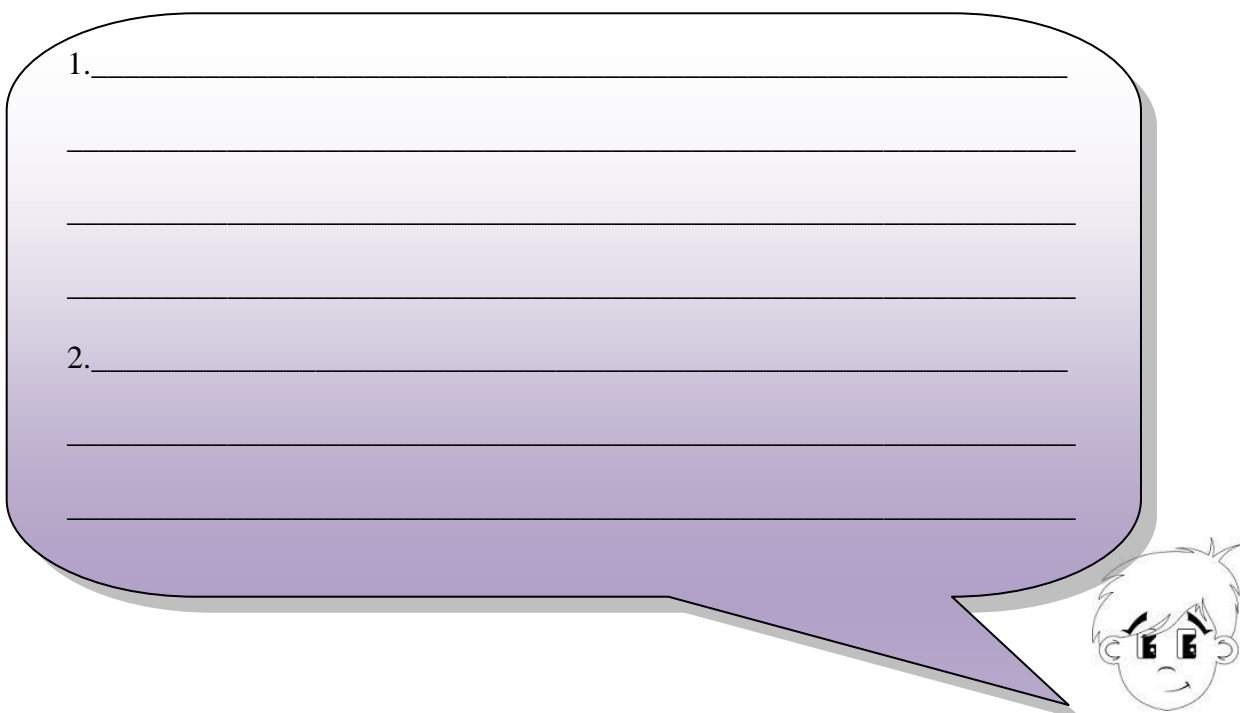
Effective interview practice.



1. \_\_\_\_\_  
\_\_\_\_\_  
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2. \_\_\_\_\_  
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\_\_\_\_\_

Ineffective interview practice.



1. \_\_\_\_\_  
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\_\_\_\_\_

2. \_\_\_\_\_  
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# City & Guilds 5546 Employability Skills

## UNIT 405 CAREER PLANNING AND MAKING APPLICATIONS

### ASSESSOR FEEDBACK SHEET

Student comments:

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Tutor comments:

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Unit Complete. Signed:..... (Lecturer)

Y / N

Signed:.....(Student)

Date:.....

## UNIT 441

### RIGHTS AND RESPONSIBILITIES IN THE WORKPLACE



The target date for completion of this section is March 2016

**All relevant supplementary evidence can be inserted into the appendix section of the booklet**

# City & Guilds 5546 Employability Skills

## Unit 441 Rights and Responsibilities In The Workplace

<b>UAN:</b>	L/501/6883
<b>Level:</b>	1
<b>Credit Value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to help the learner understand that employees have rights and responsibilities and why health and safety rules are important.
<b>Assessment:</b>	Learner Portfolio

<b>Learning outcome</b>
7. Understand that employees have rights
<b>Assessment criteria</b>
The learner can:  7.1 list a range of employee rights 7.2 state how employee rights are protected by law

<b>Learning outcome</b>
The learner will:  8. understand that employees have responsibilities
<b>Assessment criteria</b>
The learner can:  8.1 list a range of employee responsibilities 8.2 describe his/her responsibilities 8.3 explain why it is important to keep some information confidential.

## City & Guilds 5546 Employability Skills

<b>Learning outcome</b>
The learner will:  9. understand why health and safety rules are important
<b>Assessment criteria</b>
The learner can:  9.1 recognise and respond to hazards in his/her place of learning or work 9.2 list requirements for personal health and safety in his/her place of learning or work 9.3 explain how he/she can contribute to keeping colleagues and customers safe and healthy 9.4 contribute to a risk assessment 9.5 work safely following guidelines 9.6 explain and follow emergency procedures.

# City & Guilds 5546 Employability Skills

## 7.0 Understand that employees have rights

### 7.1 List a range of employee rights

For criterion (7.1) the candidate needs to **list** a range of employee rights. These could include safe and secure workplace, contract of employment, equal opportunities. Evidence may be a candidate statement or a record of questioning.

**Employee Right 1:**

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**Employee Right 2:**

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**Employee Right 3:**

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# City & Guilds 5546 Employability Skills

## 7.2 State how employee rights are protected by law

For criterion 7.2 the candidate needs to **state** how employee rights are protected by law. This could include both the laws and the enforcement agencies eg Health and Safety Executive, Equal Opportunities Commission. Evidence may be a candidate statement or a record of questioning.



A large, rounded rectangular box with a light purple gradient background and a dark purple shadow. The box contains 15 horizontal lines for writing, intended for the candidate to provide evidence for criterion 7.2.

# City & Guilds 5546 Employability Skills

## 8.0 Understand that employees have responsibilities

### 8.1 List a range of employee responsibilities

For criterion (8.1) the candidate needs to **list** a range of employee responsibilities. These could include health and safety and data protection.

**Employee Responsibility 1:**

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**Employee Responsibility 2:**

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**Employee Responsibility 3:**

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# City & Guilds 5546 Employability Skills

## 8.2 Describe his / her responsibilities

For criterion (8.2) the candidate needs to **describe** his/her responsibilities at his/her place of learning or work e.g. working to the organisation's health and safety guidelines, keeping relevant information confidential. Evidence may be a learner statement or a record of questioning.

### Employee Responsibilities At College

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### Employee Responsibilities At Work

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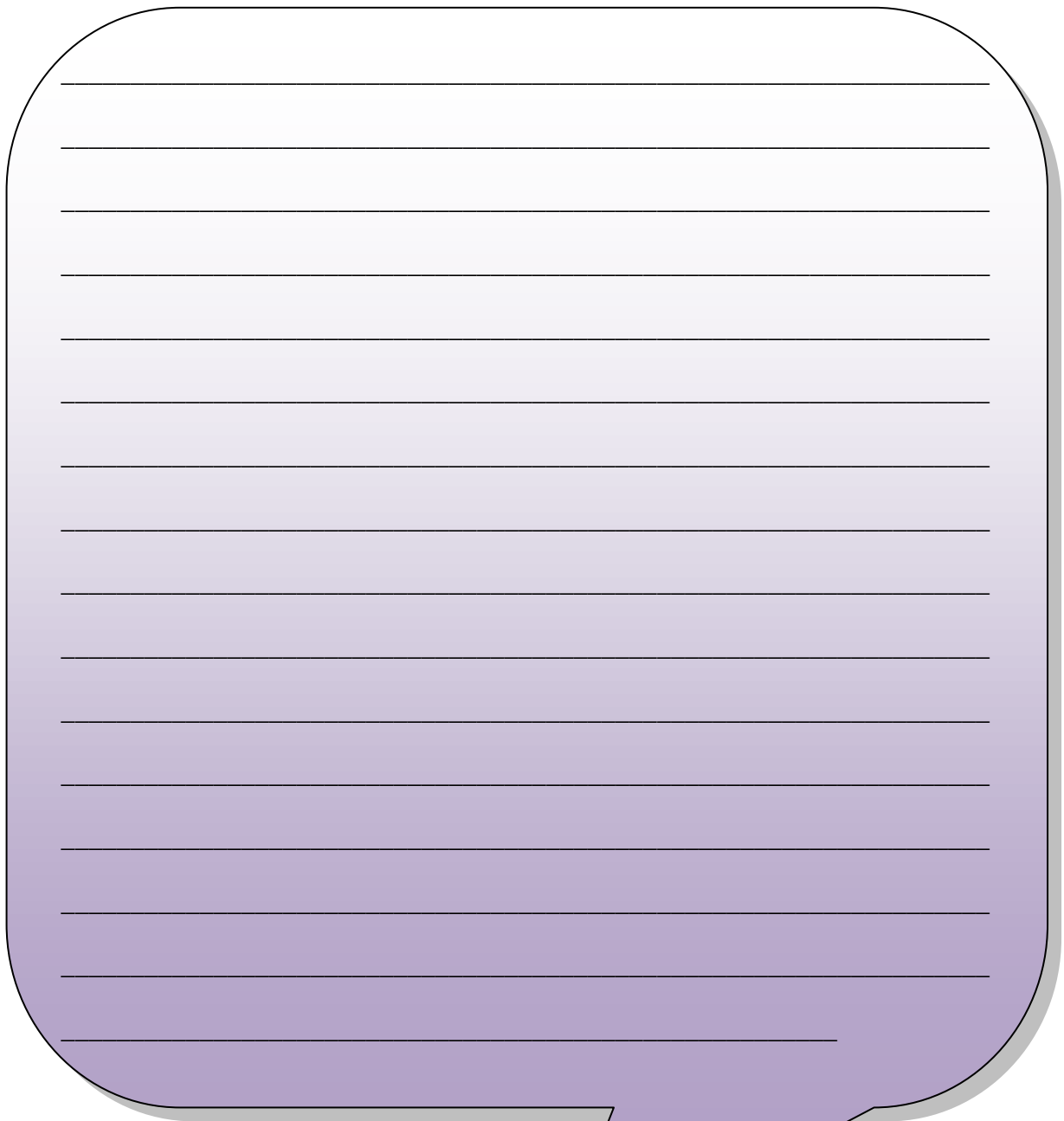




## City & Guilds 5546 Employability Skills

### 8.3 Explain why it is important to keep some information confidential

For criterion (8.3) the learner needs to **explain** why it is important to keep some information confidential. Evidence may be a learner statement or a record of questioning.

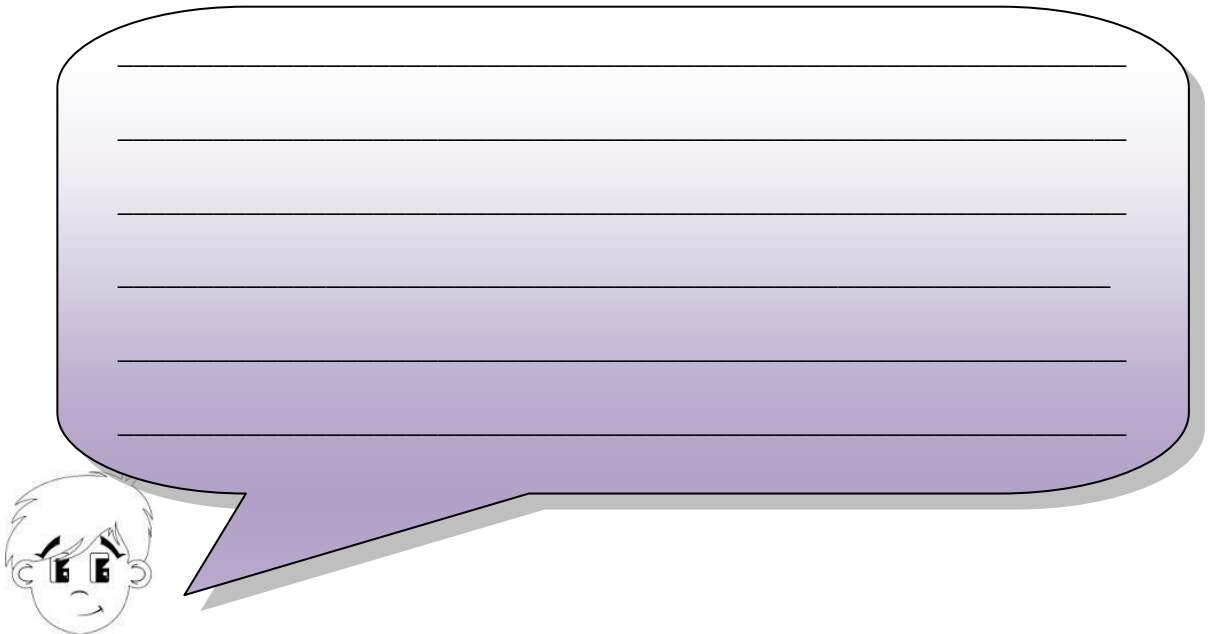
A large, purple speech bubble with a white outline and a drop shadow. The bubble is filled with horizontal lines for writing. The lines are evenly spaced and extend across the width of the bubble. The bubble has a tail pointing towards the bottom right corner.

# City & Guilds 5546 Employability Skills

## 9.0 Understand why health and safety rules are important

### 9.1 Recognise and respond to hazards in his/her place of learning or work

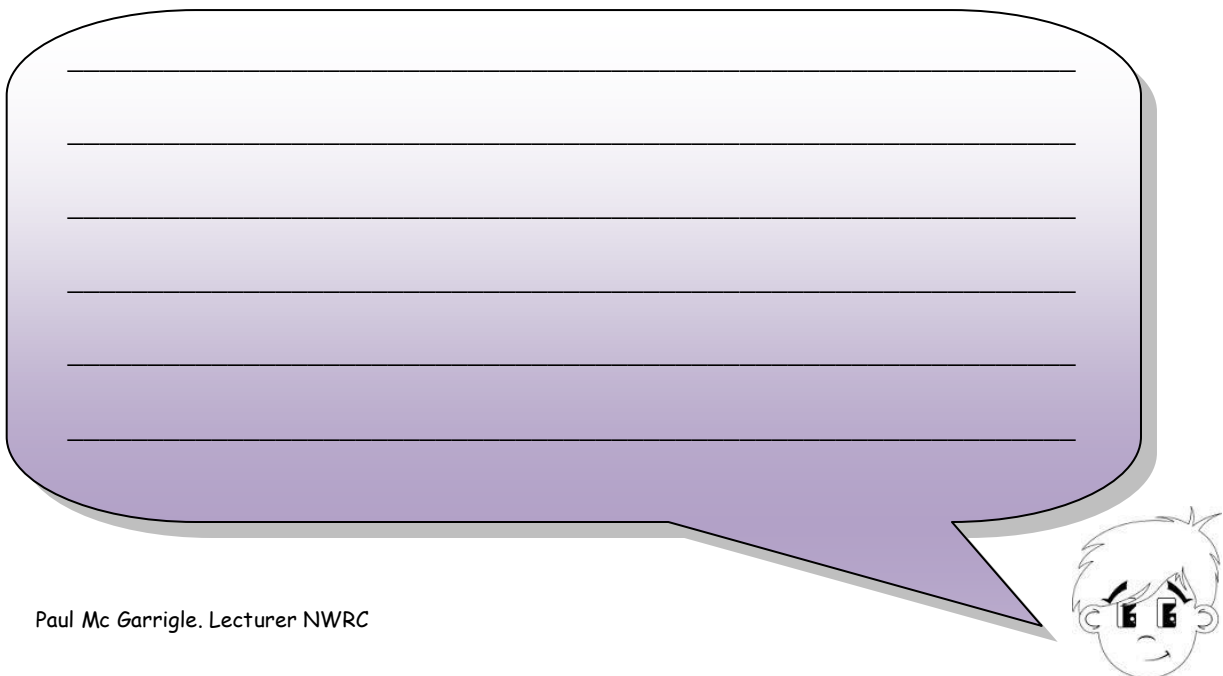
For criterion (9.1) the candidate needs to **recognise** and **respond** to hazards in his/her place of learning or work eg report trailing wires, report unsafe equipment. These hazards may be real or simulated.



A large purple speech bubble with a white-to-purple gradient and a drop shadow. Inside the bubble are seven horizontal lines for writing. To the left of the bubble's tail is a small cartoon character with white hair, black eyes, and black-rimmed glasses.

### 9.2 list requirements for personal health and safety in his/her place of learning or work

For criterion (9.2) the candidate needs to **list** requirements for personal health and safety in his/her place of learning or work eg wearing Personal Protective Equipment (PPE), taking regular breaks.



A large purple speech bubble with a white-to-purple gradient and a drop shadow. Inside the bubble are seven horizontal lines for writing. To the right of the bubble's tail is a small cartoon character with white hair, black eyes, and black-rimmed glasses.

## City & Guilds 5546 Employability Skills

### 9.3 Explain how he/she can contribute to keeping colleagues and customers safe and healthy

For criterion (9.3) the candidate needs to **explain** how he/she can contribute to keeping colleagues and customers safe and healthy eg by explaining fire safety procedures to visitors, by knowing how to access first aid provision.



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### 9.4 Contribute to a risk assessment

For criterion (9.4) the candidate needs to contribute to a risk assessment in terms of providing information to a person in a position of responsibility.

Evidence for 9.1 to 9.4 may be oral or written(see written template on the next page), and may be a learner statement or a record of questioning.



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## City & Guilds 5546 Employability Skills

Address:	<b>RISK ASSESSMENT</b>	Date of Assessment:
	Client Name:	Assessor Name:

**Rating = Severity x Likelihood**

**1 - 6 = Low 7 - 11 = Medium 12 - 15 = High 16 - 25 = Very High**

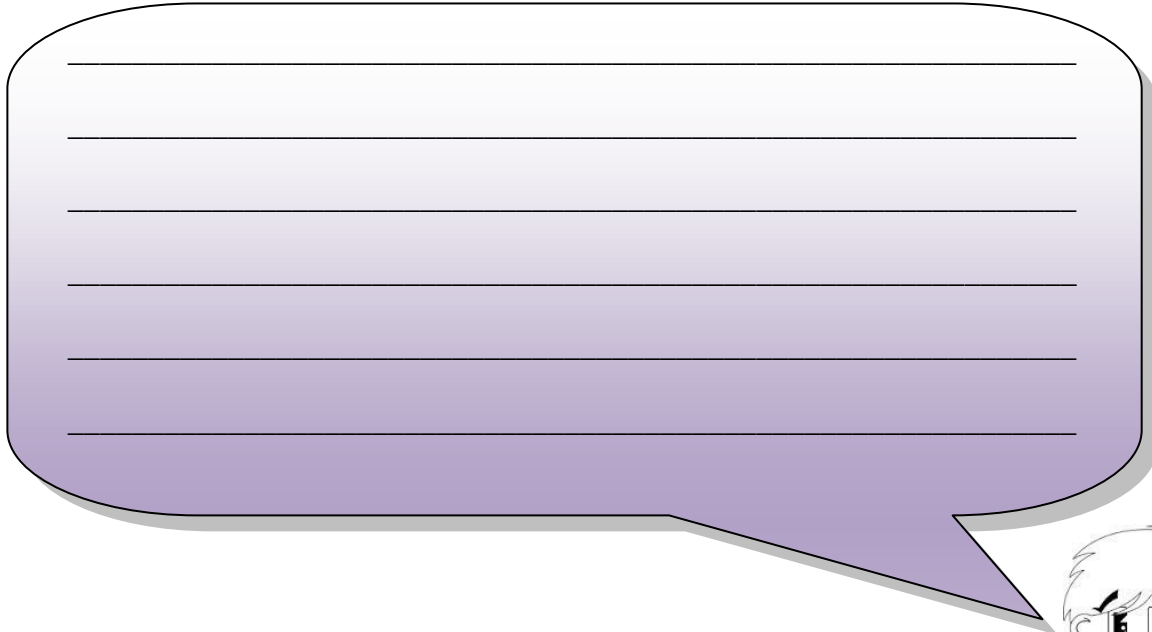
Activity	Hazard	Persons Affected	L	S	R	Controlling Action

<p style="text-align: center;"><b><u>Likelihood</u></b></p> <p>1 Highly Unlikely 2 Possible 3 Likely 4 Probable 5 Highly Probable</p>	<p style="text-align: center;"><b><u>Severity</u></b></p> <p>1 Minor Injury 2 Minor Injury - First Aid 3 lost Time Accident 4 Loss of Limb / Hospitalisation 5 Death</p>	<p style="text-align: center;"><b><u>Rating = Severity x Likelihood</u></b></p> <p>1 - 6 = Low 7 - 11 = Medium 12 - 15 = High 16 - 25 = Very High</p>
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# City & Guilds 5546 Employability Skills

## 9.5 Work safely following guidelines

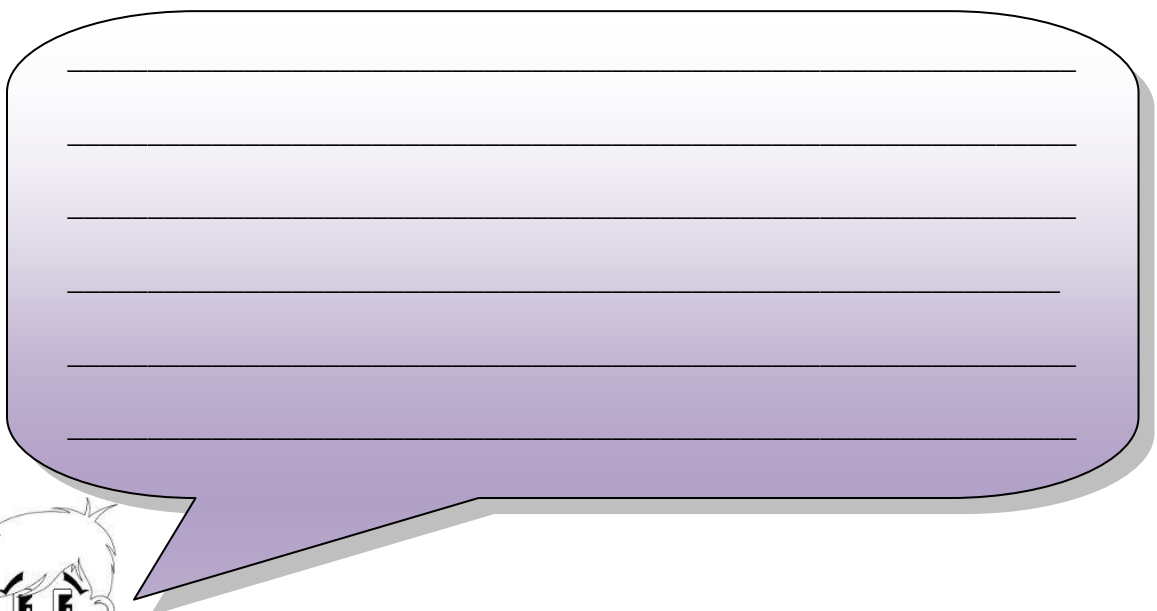
For criterion (9.5) the candidate needs to **work safely** following health and safety guidelines ie follow organisation's health and safety procedures and use PPE if appropriate.



## 9.6 Explain and follow emergency procedures

For criterion (9.6) the candidate needs to **explain** and **follow** emergency procedures eg explaining the purpose of, and taking part in, a fire drill.

Evidence for 9.5 and 9.6 may be a learner statement and assessor observation.



# City & Guilds 5546 Employability Skills

## UNIT 404 RIGHTS AND RESPONSIBILITIES IN THE WORKPLACE

### ASSESSOR FEEDBACK SHEET

<p>Student comments:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Tutor comments:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Unit Complete. Signed:..... (Lecturer)</p> <p>Y / N</p> <p>Signed:.....(Student)</p> <p>Date:.....</p>

# City & Guilds 5546 Employability Skills

## UNIT 425

### EFFECTIVE SKILLS, QUALITIES AND ATTITUDES FOR LEARNING AND WORK



The target date for completion of this section is June 2016

**All relevant supplementary evidence may be inserted  
into the appendix in section of the booklet**

## City & Guilds 5546 Employability Skills

### Unit 425      Effective skills, qualities and attitudes for learning and work

<b>UAN:</b>	Y/506/2703
<b>Level:</b>	1
<b>Credit Value:</b>	2
<b>GLH:</b>	14
<b>Aim:</b>	The aim of this unit is for the learner to recognise positive qualities, attitudes and behaviours for learning and work and understand own development needs.
<b>Assessment:</b>	Learner Portfolio

#### **Learning outcome**

The learner will:

10. be able to recognise a range of positive qualities, attitudes and behaviours for learning and work

#### **Assessment criteria**

The learner can:

10.1 state the importance of positive and appropriate behaviour for learning and work

10.2 give examples of positive and appropriate behaviour for learning and work

10.3 state the importance of positive qualities and attitudes for learning and work

10.4 give examples

#### **Range**

10.1 and 10.2 behaviour - conduct, actions, manners, ways.

10.3 qualities - characteristics, personality traits.

10.3 and 10.4 attitudes - view, position, approach, reaction, opinion, feeling, ideas.



## City & Guilds 5546 Employability Skills

<b>Learning outcome</b>
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The learner will:
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11. understand personal development needs
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<b>Assessment criteria</b>
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The learner can:
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11.1 identify personal strengths
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11.2 identify personal weaknesses
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11.3 produce an action plan to address personal weaknesses
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11.4 review personal development action plan.
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<b>Range</b>
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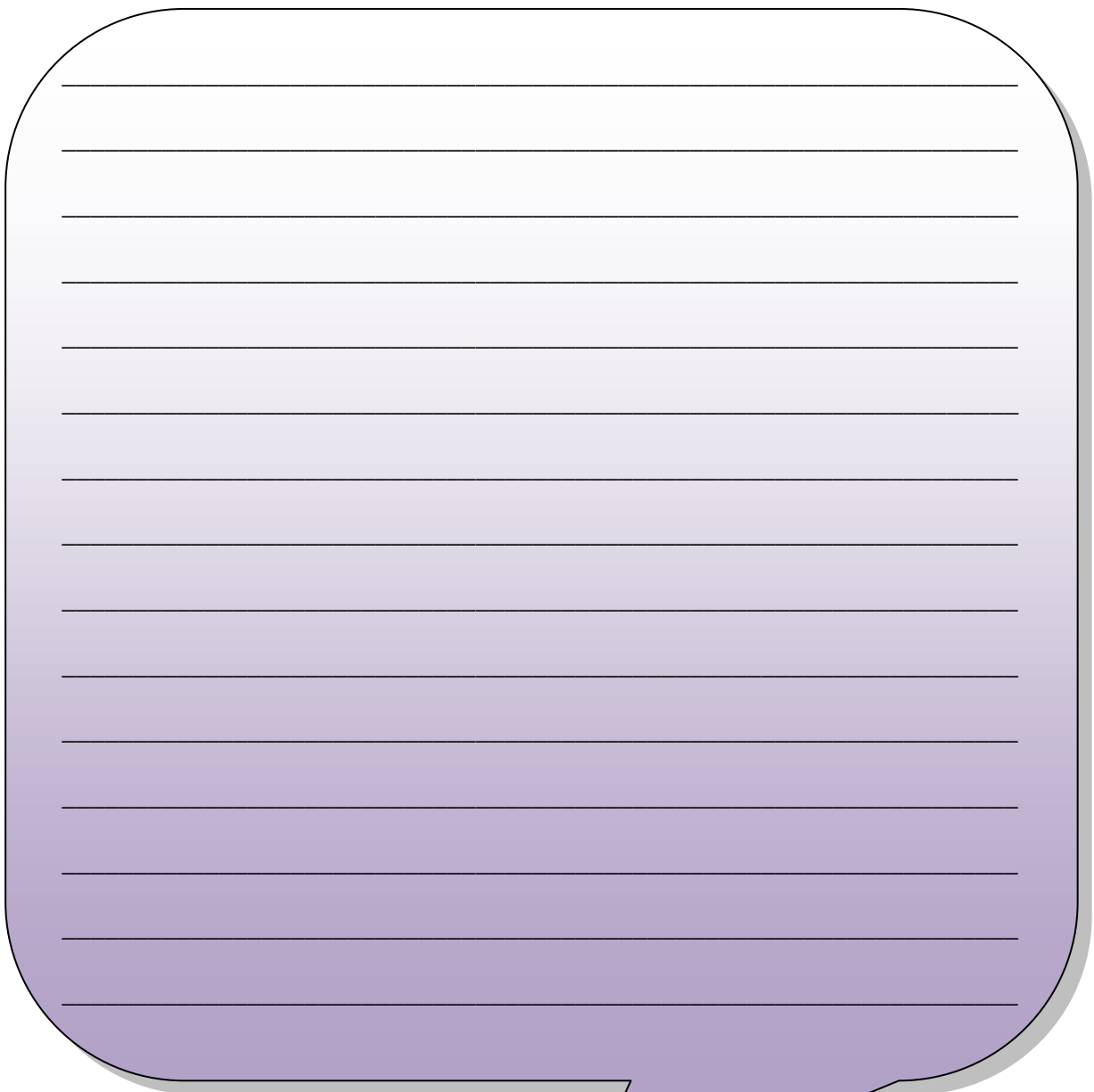
11.4 review - assess what went well and not so well.
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## City & Guilds 5546 Employability Skills

**10.0 Be able to recognise a range of positive qualities, attitudes and behaviours for learning and work**

**10.1 State the importance of positive and appropriate behaviour for learning and work**

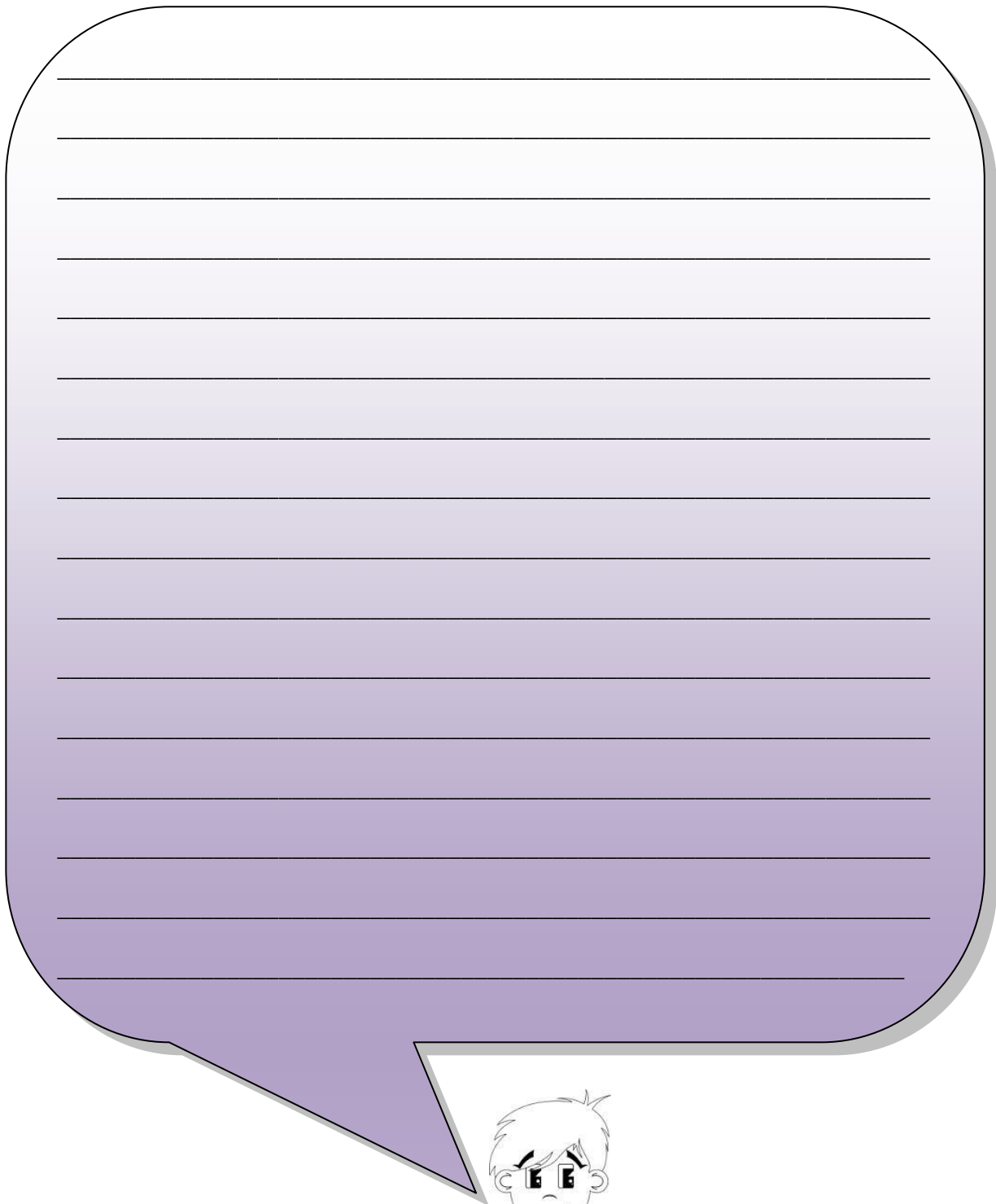
For criterion 10.1 the learner must state the importance of positive and appropriate behaviour for learning and work eg to appear motivated, enthusiastic, interested, attentive, to get noticed, to be appreciated, to give a good impression, to keep the job, be considered for promotion, to show respect. Evidence may be a written or verbal learner statement or an assessor record.



# City & Guilds 5546 Employability Skills

10.2 Give examples of positive and appropriate **behaviour** for learning and work

For criterion 10.2 the learner must give examples of positive and appropriate behaviour for learning and work eg getting work on time, working hard, meeting deadlines, taking on more duties and responsibilities, follow rules and regulations, show respect to others, maintain confidentiality. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.



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## City & Guilds 5546 Employability Skills

### 10.3 State the importance of positive **qualities** and **attitudes** for learning and work

For criterion 10.3 the learner must state the importance of positive qualities and attitudes for learning and work eg honesty to be trusted with confidential information, reliability to do work required on time and to a good standard, flexibility to adapt to changing needs within workplace, to give a good impression, to keep the job, be considered for promotion, to show respect. Evidence may be a written or verbal learner statement or an assessor record.

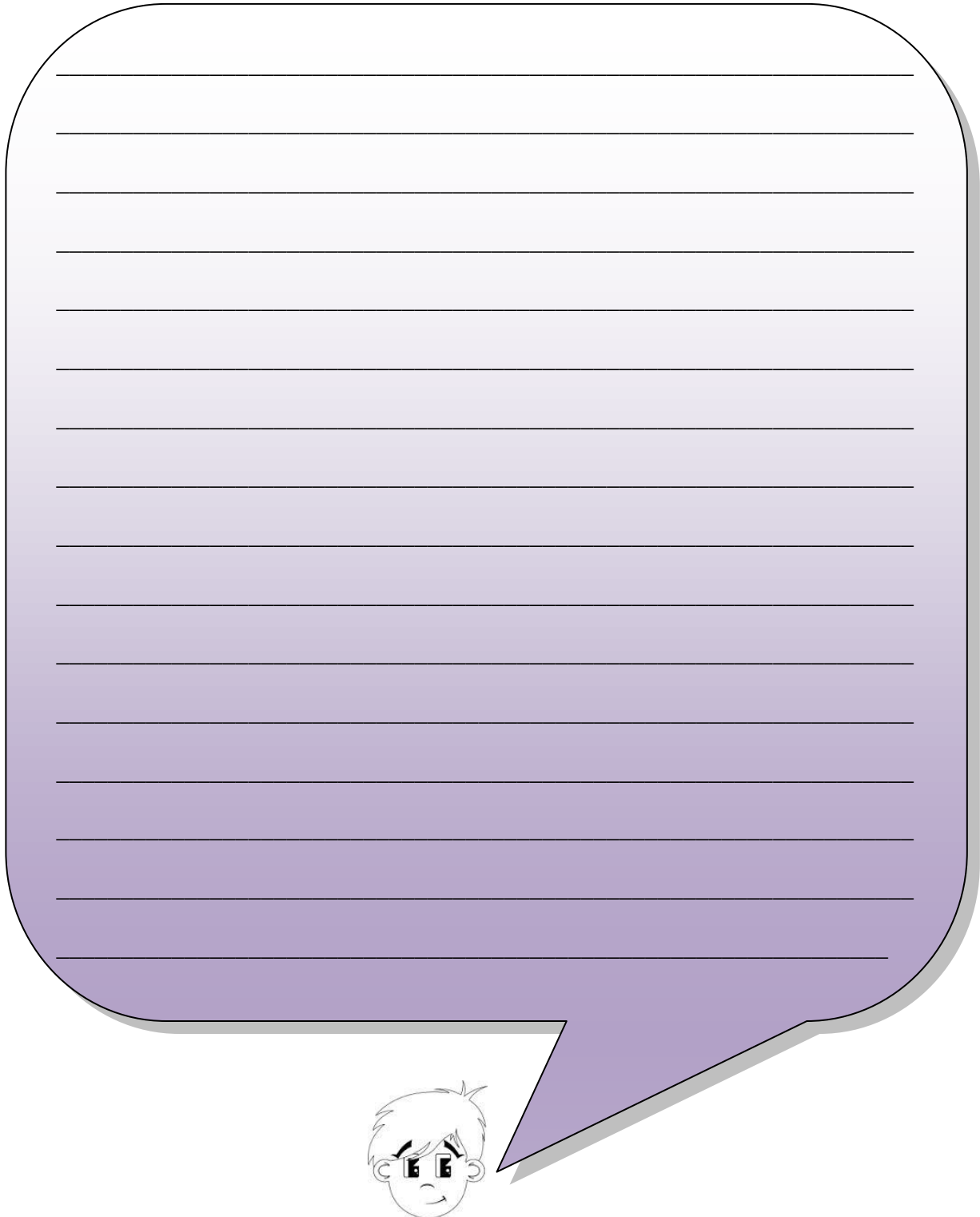


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## City & Guilds 5546 Employability Skills

10.4 Give examples of positive qualities and **attitudes** for learning and work

For criterion 10.4 the learner must **give examples** of positive qualities and attitudes for learning and work eg trustworthiness, honesty, enthusiastic, motivated, willing, caring, helpful. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.



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# City & Guilds 5546 Employability Skills

## 11.0 Understand personal development needs

### 11.1 Identify personal strengths

For criterion 11.1 the learner must identify personal strengths eg adaptability, flexibility, motivation, commitment, resilience, organised, hard working.

Evidence may be a written or verbal learner statement, an assessor record, spider diagram, table of personal strengths.

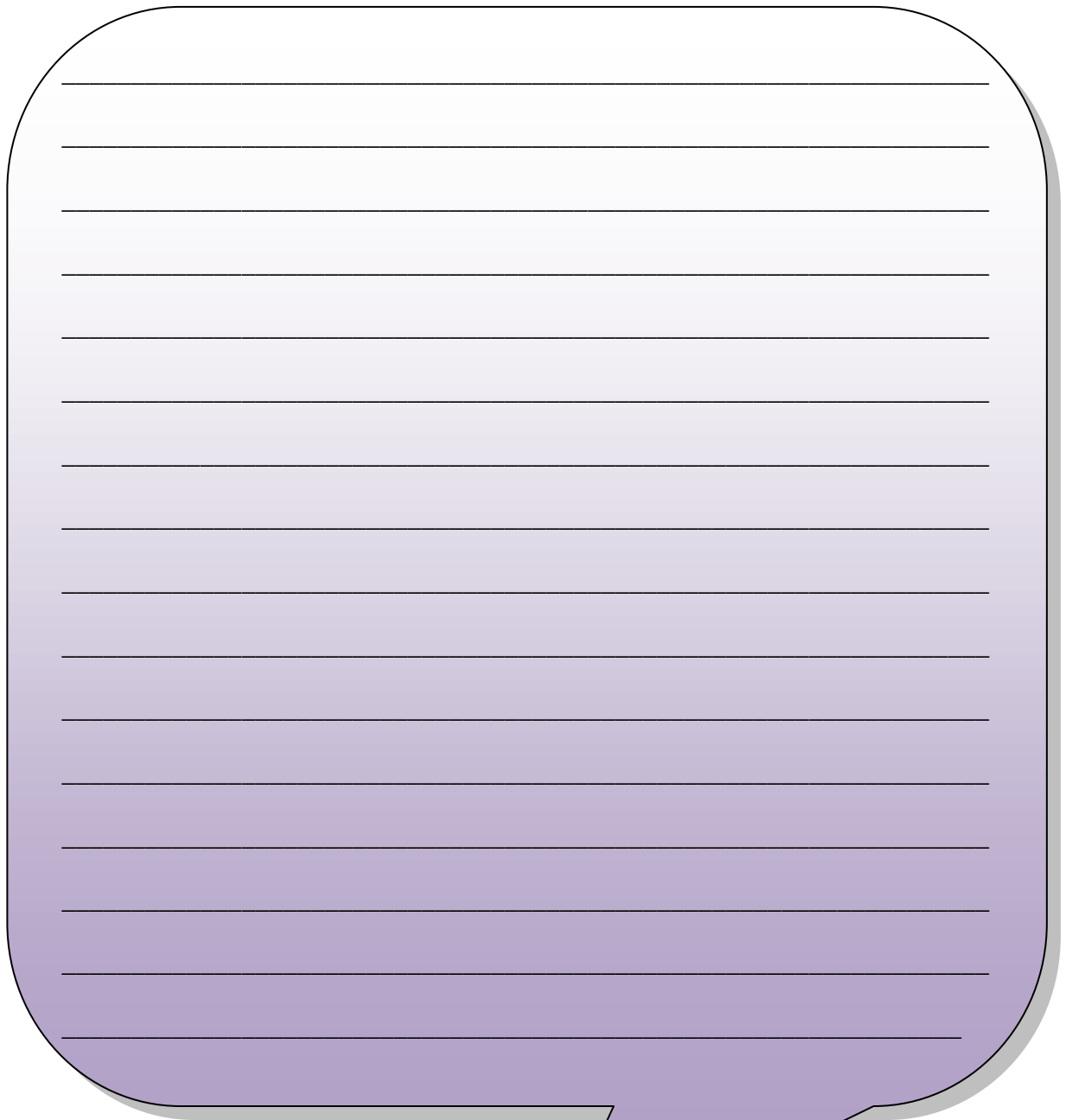


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# City & Guilds 5546 Employability Skills

## 11.2 Identify personal weaknesses

For criterion 11.2 the learner must **identify** personal weaknesses eg poor timekeeping, lack of attention to detail, lazy, dishonest, inflexible. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, table of personal weaknesses.

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# City & Guilds 5546 Employability Skills

## 11.3 Produce an action plan to address personal weaknesses

For criterion 11.3 the learner must **produce** an action plan to address personal weaknesses. To include dates, people and resources, steps to take and review dates. Evidence must be a written learner action plan (can be scribed by someone else).



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# City & Guilds 5546 Employability Skills

## 11.4 Review personal development action plan

For criterion 11.4 the learner must **review** personal development action plan eg to check to see if steps and actions have been completed and how effective they were. Evidence may be a written or verbal learner statement, annotated action plan.



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# City & Guilds 5546 Employability Skills

## UNIT 425 EFFECTIVE SKILLS, QUALITIES AND ATTITUDES FOR LEARNING AND WORK

### ASSESSOR FEEDBACK SHEET

Student comments:

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Tutor comments:

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Unit Complete. Signed:..... (Lecturer)

Y / N

Signed:.....(Student)

Date:.....

# 12.0 APPENDICIES

Please include all relevant supplementary  
evidence in this section.

# City & Guilds 5546 Employability Skills

## 13.0 Supplementary Evidence **Could** Include The Following

### **Unit 405**

#### **Career Planning and Making Applications**

A careers information / pathway progression leaflet

Newspaper extracts highlighting a career in the students chosen pathway

A completed curriculum vitae (CV)

A completed job application form

A completed job interview form

### **Unit 441**

#### **Rights Responsibilities in The Workplace**

A copy of the students CSR card

A copy of a work based assessment sheet / job record sheet

### **Unit 425**

#### **Effective Skills, Qualities and Attitudes For Learning and Work**

A written statement from an employer

A written statement from a charity or voluntary organisation

A certificate from an outside body such as Duke of Edinburgh / first Aid

Two college review sheets outlining progression throughout the year

# City & Guilds 5546 Employability Skills

## **Evidence requirements for portfolio assessed units**

All the units are assessed by learner portfolio. The portfolio is the term given to the collection of evidence which shows that the learner has met the assessment criteria.

Usually evidence of learner performance will be derived from assessor observation and/or testimony from an expert witness of the learner carrying out activities in the learning and/or work environment.

Evidence is not required in a pre-set format and may be of many types and from diverse sources.

Examples of types of evidence include:

- learner statement
- notes
- letter
- email
- application form
- annotated or highlighted text
- action plan
- Individual Learning Plan (ILP)
- review and tutorial records
- report
- project plan
- job cards and advertisements
- diary

## City & Guilds 5546 Employability Skills

- worksheet
- calculations
- expenditure record
- audio/video recorded discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- poster
- leaflets
- map
- product
- model
- sculpture
- screen dumps (print screen).

Please note that centres are not restricted to the types of evidence listed above.