



Ascentis Level 1 Certificate in Employability Specification

Ofqual Number:

600/8501/0 Level 1 Certificate

Ofqual Start Date: 01/03/2013

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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 1 CERTIFICATE IN EMPLOYABILITY

Introduction

This qualification is designed to build the confidence and self-esteem of learners. It also seeks to encourage the development of values, personal attributes and interpersonal skills that contribute to success in the workplace. As this qualification focuses on generic workplace skills, it also meets the needs of employers for staff by developing learners' understanding of relationships in the workplace and employer expectations.

The Certificate incorporates mandatory units in key areas such as presentation, communication and team working and offers further transferable skills in its optional units which include such topics as money management, health and safety, customer care and problem solving.

Aims

The aims of the qualification are to enable learners:

- 1 Give learners confidence
- 2 Overcome barriers to entering the workplace
- 3 Provide essential skills for further learning or for the workplace
- 4 Improve work prospects and cultivate positive attitudes to work

Target Group

- Learners who may have been out of work for a long period of time
- Learners who need to update their skills to re-enter the workplace
- Learners needing to demonstrate readiness for the workplace
- Learners who may be entering the workplace for the first time

Ofqual Qualification Number:

600/8501/0 - Ascentis Level 1 Certificate in Employability

Rules of Combination

600/8501/0 Ascentis Level 1 Certificate In Employability

Learners must achieve 13 credits in total. 4 credits must be achieved from the mandatory units and a minimum of 9 credits must be achieved from the optional group.

Unit Group MG (Mandatory Unit Group): Learner must achieve all 4 credits from this group.

Title	Level	Credit Value	GLH	Unit ref
Oral Presentation Skills	1	1	9	F/503/4894
Working as a Team	1	1	9	M/600/9936
Communication Skills in Preparing for Work	1	2	16	Y/503/5209

Unit Group OP (Optional Units): Learner must achieve a minimum of 9 credits from this group.

Title	Level	Credit Value	GLH	Unit ref
Customer Care	1	2	16	A/503/4893
Financial Literacy: Budgeting and Money Management	1	1	9	H/602/5941
Work Experience	1	3	27	K/500/5423
Undertaking an Enterprise Project	1	3	27	L/500/5317
Dealing with Problems in Daily Life	1	2	20	L/502/0464
Recognising and Respecting Diversity in the Workplace	1	1	9	L/503/4896
Planning and Reviewing Learning	1	2	20	L/503/5210
Responsible Work Practice	1	2	16	R/503/4897
Community Project	1	3	22	T/501/6893
Health and Safety in a Practical Environment	1	1	9	Y/600/3239

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 1 Certificate in Employability is 106.

Total Qualification Time

The total qualification time for Level 1 Certificate in Employability is 130.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 14+, 16-18, 19+

Opportunities for Progression

This Level 1 Certificate is designed to break down barriers to engagement with work. Whilst it is not designed to lead to a specific job role, you will develop generic, transferrable work skills valued by employers. The Certificate provides a sustained learning programme which will give you core generic skills for a return to employment, as well as selecting a range of optional units to suit your individual needs and circumstances.

Resources to support the Delivery of the Qualification

No resources have been produced to support the delivery of this qualification.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

Level 1 Mandatory Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Oral Presentation Skills

Unit Reference Number: F/503/4894

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan an oral presentation.	1.1. Plan a presentation for a known group including aims, timing, and use of visual aids.
2. Be able to give an oral presentation taking into account purpose and audience.	2.1. Give a short oral presentation to a group on a chosen subject using appropriate techniques.
	2.2. Use at least one visual aid to enhance the presentation.
3. Be able to give and receive feedback on a presentation.	3.1. Give constructive feedback to others on a presentation.
	3.2. Use feedback from others to plan changes to own presentation performance.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Working as a Team
Unit Reference Number: M/600/9936

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the factors that contribute to effective team work.	1.1. List the positive and negative factors that can affect team work. 1.2. Identify personal contributions made to effective team work.
2. Understand how to contribute to a team discussion.	2.1. Contribute thoughts and ideas at an appropriate time without talking over others in the group. 2.2. Use appropriate phrases and/or body language to indicate that s/he has something relevant to say.
3. Understand how to participate in a team activity.	3.1. Contribute to a team activity. 3.2. Identify the aims and objectives for the activity. 3.3. Identify the personal skills brought to the team activity. 3.4. Identify the skills that other members of the team brought to the activity. 3.5. Identify any changes that would be made if s/he took part in the same activity again.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Communication Skills in Preparing for Work

Unit Reference Number: Y/503/5209

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify career or work options.	1.1. Using at least two information sources, record career or job options. 1.2. Choose one option of career or job to match own requirements and skills.
2. Be able to complete applications for work or training.	2.1. Complete two application forms legibly, providing the information requested. 2.2. Check the form for accurate spelling and grammar, making amendments as required. 2.3. Produce a simple CV which includes essential information.
3. Be able to present self at an interview.	3.1. Arrive in good time for an interview. 3.2. Use body language to indicate positive interest in the position available. 3.3. Demonstrate confidence in answering interview questions.
4. Be able to plan for future work or training.	4.1. Produce an action plan for future work or training, listing necessary short term actions.

Assessment Method

N/A

Equivalences

N/A

Level 1 Optional Unit Criteria

UNIT SPECIFICATIONS

Unit Title: Customer Care

Unit Reference Number: A/503/4893

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the principles of good customer care.	1.1. Describe why good customer care is important.
	1.2. Demonstrate how to give good customer care in own role.
	1.3. Outline how poor customer care can affect customers and organisations.
	1.4. Describe the importance of making a good impression when dealing with customers.
2. Be able to provide good customer care.	2.1. Demonstrate good customer care when dealing with a range of customers.
3. Be able to communicate positively with customers.	3.1. Describe positive verbal and non-verbal ways of communicating with customers.
	3.2. Outline the possible results of poor communication with customers.
	3.3. Communicate with customers positively in different situations.
4. Understand the importance of keeping to organisational policies and practice.	4.1. Listen and respond to customer queries, requests and complaints in accordance with set policies and procedures.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Financial Literacy: Budgeting and Money Management

Unit Reference Number: H/602/5941

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about sources of income.	1.1. Identify possible sources of income, for example, employment, state benefits. 1.2. List one advantage and one disadvantage of each chosen source.
2. Know about outgoings and expenditure.	2.1. Identify possible types of essential outgoings/expenditure. 2.2. Identify possible types of non-essential outgoings/expenditure.
3. Understand the use of personal budgets.	3.1. Outline a personal budget. 3.2. Identify how possible shortfalls in the budget can be managed. 3.3. Identify how any surplus in the budget can be used.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Work Experience

Unit Reference Number: K/500/5423

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the structure and purpose of the organisation.	1.1. State the main purpose and activities of the organisation
	1.2. Identify and list the other most important activities undertaken by the organisation
	1.3. Outline the main aspects of the management structure.
2. Understand own role within organisation.	2.1. State his/her occupation and role in the workplace.
	2.2. List agreed limitations of his/her responsibilities
3. Maintain acceptable conventions for personal presentation and behaviour in the workplace.	3.1. List the reasons for agreed dress conventions.
	3.2. Sustain punctuality throughout the placement.
	3.3. Behave within agreed standards without direction.
4. Comply with safe working practices demanded by the work environment.	4.1. Identify a range of safety hazards and list the precautions they require.
	4.2. Select and use appropriate safety equipment for given tasks.
	4.3. Locate First Aid Box and list its contents.
	4.4. State the organisations procedures in the event of a specific accident or emergency.
	4.5. Identify and name the member(s) of staff and their post with responsibility for health and safety and first aid in the organisation.
	4.6. Give two examples of how to carry out work tasks that does not endanger self or others.
5. Carry out tasks as requested using appropriate work related skills.	5.1. Carry out given tasks following instructions and/or demonstrations
	5.2. Request guidance as necessary.
	5.3. List the work related skills utilised in carrying out tasks.
	5.4. Ensure that relevant information is passed on to appropriate others

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Undertaking an Enterprise Project

Unit Reference Number: L/500/5317

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Select an appropriate enterprise project for a particular target market.	1.1. State two ways in which s/he could undertake market research and identify the most suitable for his/her enterprise project.
	1.2. State, giving reasons for choice, the selected product or service.
	1.3. Identify and list their target market and main competitors.
2. Appreciate the unit cost of, and how to set the price for, their product or service.	2.1. Identify and list all the costs involved in producing the product or service.
	2.2. Using a given simple arithmetic formula calculate the total cost of producing the product or service.
	2.3. State the price s/he will charge the customer for their product or service.
3. Demonstrate an understanding of the significance of effective marketing.	3.1. Identify and list the key personal skills/qualities required to effectively market and sell their product or service.
	3.2. Identify and list the most appropriate methods for marketing this produce or service
	3.3. Create a resource for marketing their product or service to their target market giving two reasons for their choice of resource.
4. Plan, monitor and review the enterprise project.	4.1. Devise an action plan that identifies and lists each stage of the enterprise project, giving a target time/date for their completion.
	4.2. Review and revise the action plan at each stage of the enterprise project stating new target times/dates for their completion.
	4.3. State what worked well and what could be improved.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Dealing with Problems in Daily Life

Unit Reference Number: L/502/0464

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to recognize a straightforward problem and identify ways to tackle it	1.1. Describe a straightforward problem and describe its effects.
	1.2. Suggest ways in which they might tackle the problem.
	1.3. Select a way to tackle the problem and agree it with an appropriate person.
2. Be able to plan and carry out activities to tackle a problem.	2.1. Plan the activities needed to tackle the problem.
	2.2. Identify resources to help tackle the problem.
	2.3. Carry out planned activities.
3. Be able to carry out a review of their methods and the skills they used in tackling the problem.	3.1. Review the approach used to tackle the problem.
	3.2. Describe what went well and what did not go so well.
	3.3. Identify whether the problem has been solved.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Recognising and Respecting Diversity in the Workplace

Unit Reference Number: L/503/4896

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how recognising and respecting individual differences and diversity contributes to a positive environment in the workplace.	1.1. Identify two positive ways in which individual difference and diversity in the workforce could be recognised and respected. 1.2. Identify the impact these differences between individuals could have on working together.
2. Understand key responsibilities in relation to promoting equality in the workplace.	2.1. Outline own responsibilities and those of an employer in relation to equality. 2.2. Outline at least two key principles of inclusion to promote equality in the workplace.
3. Understand the importance of challenging discrimination at work.	3.1. Give an example of a scenario illustrating discrimination at work and an approach to challenging it.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Planning and Reviewing Learning

Unit Reference Number: L/503/5210

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan to meet targets.	1.1. Describe why it is important to set targets.
	1.2. Set targets that clearly show what s/he wants to achieve.
	1.3. Identify clear action points and deadlines.
	1.4. Identify and access sources of support.
	1.5. Make arrangements for reviewing progress.
2. Be able to follow a plan to meet targets and improve performance.	2.1. Work through action points to complete work on time.
	2.2. Describe different ways of learning and how s/he learns best.
	2.3. Use ways of learning suggested by others and make changes when needed to improve performance.
	2.4. Use support given by others to help meet own targets.
3. Be able to review own progress and achievements.	3.1. Identify what s/he has learned and state how s/he has learned.
	3.2. State what went well and what went less well.
	3.3. Identify targets s/he has met and describe own achievements.
	3.4. Accept and use feedback to improve own performance.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Responsible Work Practice
Unit Reference Number: R/503/4897

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to maintain punctuality in a working environment.	1.1. Develop a plan for the use of money, time and available resources to achieve punctual attendance in a working environment.
	1.2. Implement a plan to maintain timekeeping requirements in a working environment over a set period of time.
2. Be able to maintain personal appearance requirements for work.	2.1. Identify the requirements for personal appearance and hygiene in different working environments.
	2.2. Maintain standards of personal hygiene and dress in a working environment over a set period of time.
3. Understand legal requirements on misuse of substances.	3.1. Outline the legal requirements on misuse of substances and alcohol relevant to individuals in the workplace.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Community Project
Unit Reference Number: T/501/6893

Credit Value of Unit: 3

GLH of Unit: 22

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to agree a suitable community project.	1.1. List options for a community project. 1.2. Choose a project and give reasons for choice. 1.3. Agree a suitable community project.
2. Be able to plan a suitable community project.	2.1. Produce a list of tasks that need to be done. 2.2. List who will do what. 2.3. Decide a suitable time frame. 2.4. Identify any equipment and materials needed. 2.5. Identify any help needed. 2.6. Agree a suitable plan (with team members if working in a team).
3. Be able to contribute to a risk assessment for the project.	3.1. List possible risks and hazards. 3.2. Plan how to reduce any risks or hazards. 3.3. Agree a risk assessment with his/her tutor or supervisor.
4. Be able to follow the project plan.	4.1. Take responsibility for completing his/her tasks identified in the plan. 4.2. Review progress (with team members if working in a team). 4.3. Revise plan as necessary. 4.4. Work safely.
5. Be able to review the project.	5.1. Describe what went well. 5.2. Describe what could be improved. 5.3. Describe what he/she has learned about himself/herself and the local community.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Health and Safety in a Practical Environment
Unit Reference Number: Y/600/3239

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be aware of relevant health and safety requirements, procedures and equipment.	1.1. State the purpose of relevant, current Health and Safety requirements, for example, Health and Safety at Work Act or the Control of Substances Hazardous to Health Regulations.
	1.2. State the correct procedures for reporting accidents and potential hazards.
	1.3. State the correct response to two emergency situations.
	1.4. State the location of the use of emergency equipment, for example, fire/emergency alarm and first aid box.
2. Recognise and manage risk by following safe working practices.	2.1. Identify the potential risks of a given situation.
	2.2. State the purpose and use of safety equipment and/or clothing to minimise risk in particular tasks.
	2.3. Follow relevant health and safety procedures, for example, by selecting and using appropriate personal protective equipment or using correct manual handling techniques.

Assessment Method

N/A

Equivalences

N/A

APPENDIX 1

Summary Record of Achievement

600/8501/0 - Ascentis Level 1 Certificate in Employability

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Oral Presentation Skills	1	1			
Working as a Team	1	1			
Communication Skills in Preparing for Work	1	2			

Learner Name _____

Minimum Credit Value of Qualification 13

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 1

Summary Record of Achievement

Supplementary Sheet

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification X

Minimum Credit Value at Level being Claimed _____

Level Claimed _____

Total Credit Value at Level being claimed _____

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet

F/503/4894

Oral Presentation Skills

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Plan a presentation for a known group including aims, timing, and use of visual aids.				
2.1 Give a short oral presentation to a group on a chosen subject using appropriate techniques.				
2.2. Use at least one visual aid to enhance the presentation.				
3.1 Give constructive feedback to others on a presentation.				
3.2. Use feedback from others to plan changes to own presentation performance.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

M/600/9936

Working as a Team

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 List the positive and negative factors that can affect team work.				
1.2. Identify personal contributions made to effective team work.				
2.1 Contribute thoughts and ideas at an appropriate time without talking over others in the group.				
2.2. Use appropriate phrases and/or body language to indicate that s/he has something relevant to say.				
3.1 Contribute to a team activity.				
3.2. Identify the aims and objectives for the activity.				
3.3. Identify the personal skills brought to the team activity.				
3.4. Identify the skills that other members of the team brought to the activity.				
3.5. Identify any changes that would be made if s/he took part in the same activity again.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Y/503/5209

Communication Skills in Preparing for Work

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Using at least two information sources, record career or job options.				
1.2. Choose one option of career or job to match own requirements and skills.				
2.1 Complete two application forms legibly, providing the information requested.				
2.2. Check the form for accurate spelling and grammar, making amendments as required.				
2.3. Produce a simple CV which includes essential information.				
3.1 Arrive in good time for an interview.				
3.2. Use body language to indicate positive interest in the position available.				
3.3. Demonstrate confidence in answering interview questions.				
4.1 Produce an action plan for future work or training, listing necessary short term actions.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

If you require Tracking Sheets for the Optional Groups please contact development@ascentis.co.uk