



Level 2 Award in
Employability Skills (RQF)

601/6257/0

Key Information

Level: 2

Sector: Preparation for work

Qualification type: Other Vocational Qualification

Total Qualification time: 90

Credit Value: 9

Guided Learning Hours: 72

Status: Available to learners

Methods of Assessment: Portfolio of evidence

Minimum age: 16

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Focus Awards Level 2 Award in Employability Skills (RQF)

QRN: 601/6257/0

GLH: 72

TQT: 90

Credit: 9

Qualification Purpose:

The aim of the Focus Awards Level 2 Award in Employability Skills is to provide learners with the skills, knowledge and understanding to prepare to or to re-enter the workplace.

Age Ranges:

Entry is at the discretion of the centre. However, learners should be aged 16 to undertake this qualification

Geographical Coverage:

This qualification is available in England and Northern Ireland.

Learner Entry Requirements:

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

Reasonable Adjustments and Special Considerations:

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url:

<https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

Assessment Methods:

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Progression Routes:

Learners seeking progress from this qualification can advance their skills further through the following:

- Focus Awards Level 2 Award in WorkSkills (RQF)
- Focus Awards Level 1 Certificate in Customer Service (RQF)
- Focus Awards Level 3 Certificate in the principles of Business and Administration (RQF)

Supporting Material and Useful Websites:

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

Qualification Structure:

In order to successfully achieve the Focus Awards Level 2 Award in Employability Skills (RQF), learners must achieve 9 credits from 6 mandatory units.

Mandatory Units:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Preparing for an interview	M/503/2865	2	1	10
Interview skills	T/503/2866	2	1	10
Self-assessment	F/503/2868	2	2	20
Effectiveness at work	R/503/2874	2	1	10
Working in a team	Y/503/2875	2	3	30
Investigating rights and responsibilities at work	M/503/2879	2	1	10

Units

Unit Title:	Preparing for an interview		
Unit No:	M/503/2865		
Level:	2		
GLH:	10		
Credit:	1		
Unit details: This unit aims to develop the knowledge and skills to know what is required in preparing for an interview.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know information required in preparing for an interview	1.1	Describe the key information about the interviewing organisation which are relevant to the job/placement/course
		1.2	Describe key aspects of the job/placement/course drawing on application information
		1.3	Identify gaps in own information about the organisation
		1.4	Identify gaps in own information about the job/placement/course
		1.5	Devise questions to ask the interviewer at interview to find answers to gaps on knowledge
2	Be able to prepare answers to interview questions	2.1	Devise questions that may be asked at an interview
		2.2	Select questions likely to be asked at an interview specific to the job/placement/course
		2.3	Prepare responses to questions that may be asked at interview

Unit Title:	Interview skills		
Unit No:	T/503/2866		
Level:	2		
GLH:	10		
Credit:	1		
Unit details: This unit aims to develop the knowledge and skills to demonstrate readiness for and respond to questions in an interview.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to demonstrate readiness for an interview	1.1	Present an appearance and dress code that conforms to interview requirements
		1.2	Demonstrate punctuality for the interview
		1.3	Introduce self at the interview location
		1.4	Give the name or job role/title of the interviewer during introductions
2	Be able to respond to questions from interview	2.1	Give responses to clarify an interviewer's questions if they are unclear
		2.2	Give responses which provide answers to the questions asked by the interviewer
		2.3	Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course
3	Know how to review own performance in an interview	3.1	Describe what went well in the interview
		3.2	Describe what did not go well in the interview
		3.3	Biggest ways of improving own performance in a future interview

Unit Title:	Self-assessment		
Unit No:	F/503/2868		
Level:	2		
GLH:	20		
Credit:	2		
Unit details: This unit aims to develop the knowledge and skills to understand self-assessment and to be able to reflect on personal strengths, weaknesses and know how to set personal goals.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand self-assessment	1.1	Explain why it is important to assess personal strengths and weaknesses
		1.2	Explain why it is important to assess personal skills and qualities
2	Be able to reflect on personal strengths and weaknesses	2.1	Describe own personal strengths and weaknesses
		2.2	Explain why it is important to continue to develop own strengths
		2.3	Explain why it is important to improve on own areas of weakness
3	Be able to reflect on own skills and performance	3.1	Describe own skills and performance
		3.2	Explain why skills and qualities identified are important for own career and personal life
4	Be able to set personal goals	4.1	Identify sources of information for learning and progression
		4.2	Identify personal long-term goals
		4.3	Describe short-term goals required for meeting long-term goals
		4.4	Describe ways in which goals may be tracked over time
		4.5	Devise a plan for learning, showing responsibility for own learning
		4.6	Implement own learning, showing responsibility for own learning
5	Be able to review personal achievements	5.1	Identify achievements over a given period
		5.2	Give reasons for success in achievements
		5.3	Explain why goals may not be reached within a set period of time

Unit Title:	Effectiveness at work		
Unit No:	R/503/2874		
Level:	2		
GLH:	10		
Credit:	1		
Unit details: This unit aims to develop the knowledge and skills to understand, demonstrate and evaluate effectiveness at work.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand effective workplace behaviour	1.1	Describe different ways in which employees can behave effectively within the workplace
		1.2	Describe different ways in which employees can behave effectively when requesting their employer outside of the workplace
2	Be able to demonstrate effective working practice	2.1	Interact appropriately with a wide range of colleagues in the workplace
		2.2	Interact appropriately with others outside the workplace to meet workplace objectives
		2.3	Apply organisational codes of practice procedures and safety rules appropriately
3	Be able to evaluate their own practice	3.1	Review own practice to establish what went well
		3.2	Review own practice to establish what did not go well
		3.3	Suggest areas for improvement of performance

Unit Title:	Working in a team		
Unit No:	Y/503/2875		
Level:	2		
GLH:	30		
Credit:	3		
Unit details: This unit aims to develop the knowledge and skills to understand the necessity of a team and be able to understand and recognise different strengths, skills and experiences that people bring into a team.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the advantages and disadvantages of having a team complete a task	1.1	Assess advantages of having a team complete a task
		1.2	Assess disadvantages of having a team complete a task
2	Understand the need for a team to work to an agreed code of conduct	2.1	Create a code of conduct for effective team work
		2.2	Explain likely consequences of team members not following a code of conduct
3	Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1	Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team
		3.2	Assess relevant strengths, skills and experiences that other members bring to a particular team
4	Be able to allocate roles and responsibilities within the team in relation to a given task	4.1	Agree with other team members the roles and responsibilities of each member of the team
		4.2	Describe how each role contributes to the team's objectives and the completion of the team task
5	Be able to work positively as a member of a team	5.1	Identify relevant ideas and suggestions from others that will enable the team to complete the task.
		5.2	Devise a team plan to solve a problem when working with others
		5.3	Make a contribution to a team by sharing skills and knowledge
		5.4	Offer help, support or advice to team members when appropriate
		5.5	Respond positively to advice and constructive criticism
		5.6	Follow a plan to complete a task or activity on time
6	Be able to reflect on the performance of a team	6.1	Discuss how individual performance contributed to the overall performance of the team
		6.2	Describe ways in which the team as a whole performed effectively
		6.3	Select areas in which the team could improve its team work skills

Unit Title:	Investigating rights and responsibilities at work		
Unit No:	M/503/2879		
Level:	2		
GLH:	10		
Credit:	1		
Unit details: This unit aims to develop the knowledge and skills to understand why rights and responsibilities are important and what these are. Learners will also know how to obtain guidance and information about rights and responsibilities at work.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand why rights and responsibilities are important in a workplace	1.1	Explain reasons why rights and responsibilities are important in a workplace
		1.2	Explain how rights and responsibilities are enforced in a workplace
2	Understand rights and responsibilities of employees and employers	2.1	Outline the responsibilities employers have to employees
		2.2	Outline the rights and responsibilities an employee has at work
		2.3	Explain the implications of employee rights and responsibilities in a workplace
		2.4	Describe data protection and confidentiality procedures for the use, storage and exchange of information in a workplace
3	Know how to obtain guidance and information about rights and responsibilities at work	3.1	Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities
		3.2	Describe the type of advice given by key representative bodies

Staff Requirements

Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission. Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

Handy vocabulary of terms used in this specification

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop...	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions...	Derive a reason or logic based decision or judgement.

Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.
Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystallised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

IQA Report

Qualification:

Assessor: **IQA:**

Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
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	IQA Signature	
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	Assessor Signature	
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