



CCEA Specification in Employability Level 2

Operational start date: 1 December 2010

Qualification Number: 500/8134/2

employability Level 2

Foreword

This booklet contains the specification for CCEA's Level 2 Award in Employability Skills. We have designed this qualification to:

- Help the learner explore a broad range of job search skills, personal preparation for employment, self improvement and effective behaviour at work, and
- meet the requirements for Level 2 qualifications.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

This specification is provided online, so the version available on our website is the most up-to-date edition. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

QAN 500/8134/2

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1 Introduction

This specification sets out the content and assessment arrangements for our Level 2 Award in Employability.

Total Qualification Time (TQT) includes all supervised or direct contact time (Guided Learning (hours)/GL(hours) and an estimate of the hours a learner will approximately spend studying independently, not under direct supervision.

TQT for this qualification is:

TQT: 36 hours

GL: 36 hours

1.1 Aims and rationale

A course of study based on this specification contributes to the development of learners in: Exploring a broad range of essential skills that include job search skills, personal preparation for employment and improve skills required for the working environment.

1.2 Progression and prior learning

The qualification is part of a suite of qualifications designed to recognise achievement of units and full qualifications that deal with the various different skills and characteristics needed to gain employment, or retain it and continue personal development in a role.

1.3 Key features

The key features of the specification appear below:

- This qualification covers the necessary requirements to meet the needs of a range of learners seeking training or employment.
- Portfolio building only (no examination)
- Internal and external moderation of Portfolio based evidence.
- A maximum of 4 units from two mandatory Groups A or B.

We have designed this specification to be as free as possible from ethnic, gender, religious, political or other forms of bias.

1.4 Endorsement by Sector Skills Body (SSB)/Council (SSC)

This qualification is endorsed by ASSETS Skills. In designing its content, we took into account:

- the Sector Qualification Strategy (SQS);
- the Action Plan.

Learners and providers can, therefore, be confident that the specification is up to date and reflects sector priorities.

1.5 Qualification Accreditation and Certification

1.5.1 Accreditation and Certification End Dates

Accreditation and certification end dates are provided for all qualifications to ensure that they remain current and valid. The accreditation end date is the last date by which learners may be registered for on a qualification, and the certification end date is the last date their achievements can be certified.

Learners have up to 2 years after the accreditation end date to complete these qualifications and claim their certificate (unless the certification end date passes before the end of the 2-year period).

1.5.2 Qualification Accreditation Number

Exam qualification listed on the National Database of Accredited Qualifications (NDAQ) is identified by a Qualification Accreditation Number (QAN). The QAN for this qualification is 500/8134/2 and it is required for registration purposes.

2 Specification at a Glance

The table below summarises the structure of this qualification.

Learners must choose two units from Group A and two Units from Group B.

The tables below summarise the structure of this qualification. Learners must complete **two Units from GROUP A and two Units from GROUP B to achieve the qualification.**

Content GROUP A	Assessment GROUP A	Availability
T/502/3536: Business and Customer Awareness	Portfolio of Evidence (Internal and External Moderation)	Summer and Winter
A/502/3537: Problem Solving in a place of Work	Portfolio of Evidence (Internal and External Moderation)	Summer and Winter
F/502/3538: Working in a Team	Portfolio of Evidence (Internal and External Moderation)	Summer and Winter
ANY TWO UNITS FROM THIS GROUP A		

Content GROUP B	Assessment GROUP B	Unit Type	Availability
J/502/3542: Understanding work principles	Portfolio of Evidence (Internal and External Moderation)	Mandatory	Summer and Winter
K/502/3565: Following Instructions	Portfolio of Evidence (Internal and External Moderation)	Mandatory	Summer and Winter
A/502/3571: Working with colleagues	Portfolio of Evidence (Internal and External Moderation)	Mandatory	Summer and Winter
D/502/3577: Job Search Skills	Portfolio of Evidence (Internal and External Moderation)	Mandatory	Summer and Winter
H/502/3578: Job Application Skills	Portfolio of Evidence (Internal and External Moderation)	Mandatory	Summer and Winter
D/502/3580: Health, safety and security in a workplace	Portfolio of Evidence (Internal and External Moderation)	Mandatory	Summer and Winter
ANY TWO UNITS FROM THIS GROUP B			

3 Qualification Content

3.1 Unit structure of the qualification

This Level 1 Award in Employability Skills comprises four mandatory units. The unit descriptions in the sections that follow are generic, applying to each of the available pathways. Note, however, that there are different unit reference numbers depending on the pathway chosen.

Our Level 2 Award in Employability Skills comprises four units. Learners must complete **FOUR** of these:

- **two** mandatory units from GROUP A:
 - Business and Customer Awareness; **and/or**
 - Problem Solving in a Place of Work; **and/or**
 - Working in a Team
- **two** mandatory units from GROUP B:
 - Understanding work principles **and/or**
 - Following Instructions **and/or**
 - Working with Colleagues **and/or**
 - Job Search Skills **and/or**
 - Job Application Skills **and/or**
 - Health, safety and security in the Workplace.

The details that follow include:

- unit titles and reference numbers;
- the level of each unit; and
- learning outcomes and assessment criteria.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes.

3.2 Unit T/502/3536: Business and Customer Awareness

Unit purpose and aim: This unit will introduce learners to some of the key aspects of working life and some of the underpinning attitudes required for work.

The unit is introduced in direct response to concerns about the lack of awareness in new recruits (at all levels) of how business works, customer needs and the world of work.

Title	Business and Customer Awareness
Unit reference numbers	T/502/3536
Level	2
Guided learning hours	12

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to research local businesses and identify how they differ in purpose and customer base.	<p>1.1 Collect information about 3 different local businesses, including one national business, from a given list of business types.</p> <p>1.2 Describe what each business is about, showing: a. What it does b. How it is owned c. The type of people it employs and the skills needed to work there d. The type of customer it has.</p> <p>1.3 Present their findings including their sourced material in a clear and appropriate way.</p>
2. Understand the relationship between qualities and business and how this changes depending on the nature of the business.	<p>2.1 Describe the types of qualities that employers expect in their staff giving a reason why it is important to have staff with the right qualities.</p> <p>2.2 Describe how the different types of business and organisations may require different qualities depending on their purpose and customers.</p>

Learning outcomes	Assessment criteria
<p>3. Be able to source information on a local business and identify the qualities they are likely to look for in employees.</p>	<p>3.1 Determine the nature of an important local business by examining information collected on the business.</p> <p>3.2 Describe the business customer base.</p> <p>3.3 Identify the qualities that the business will look for in its employees.</p> <p>3.4 Present findings in a clear and appropriate way describing the businesses customer base.</p>

3.3 Unit: A/502/3537: Problem solving in a place of work

Unit purpose and aim: This learning will build on current levels of understanding of problem solving in a home, education or social situation taking them into a work environment. The unit covers the different types of problems learners might encounter in the place of work, applying problem solving techniques and developing solutions.

Title	Problem solving in a place of work
Unit reference numbers	A/502/3587
Level	2
Guided learning hours	12

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the different types of problems they might encounter in the place of work.	1.1 Describe 2 main problems that can arise in the place of work in each of the following areas: <ol style="list-style-type: none"> People Tasks Resources. 1.2 Describe the impact that these problems can have on a business.
2. Recognise the methods available to develop solutions for straight forward problems.	2.1 Describe the main ways that businesses deal with problems related to: <ol style="list-style-type: none"> People Tasks Resources. 2.2 Compare 2 different methods for solving the same problem in any of the 3 areas listed above. 2.3 Explain the method they consider to be the most effective way to deal with the problem, giving reasons to justify their choice.
3. Be able to identify a potential problem and the ways that it might be resolved.	3.1 Select a typical problem and describe the key features. 3.2 Describe how a business could resolve the problem by identifying the: <ol style="list-style-type: none"> Options available Implications of choosing each option. 3.3 Describe how the business would know the problem had been resolved.

3.4 Unit: F/502/3538: Working in a Team

Unit purpose and aim: This unit will cover the dynamics of team working and examine what it is to be an effective team player. The unit will cover the interpersonal skills needed, what it means to make a positive contribution to a team, the importance of adapting to different contexts and taking responsibility for own role and input.

Title	Working in a Team
Unit reference numbers	F/502/3538
Level	2
Guided learning hours	12

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to apply the skills needed to form collaborative relationships.	1.1 Demonstrate the ability to participate effectively in a team, showing they can: <ol style="list-style-type: none"> Help establish a consensus and reach agreements Be open and receptive to other people's ideas and input. Provide constructive support and feedback to others. Perform their agreed role and assigned tasks in a manner that ensures group success.
2. Be able to adapt their behaviour within a team to ensure successful working relationships are established and maintained.	2.1 Reflect on their own performance and behaviour in the team and assess the influence this has on others. 2.2 Use a range of verbal and non-verbal techniques that help facilitate discussions and support other team members.
3. Know the approaches that can be used to resolve issues and achieve team goals.	3.1 Demonstrate some empathy skills in appreciating other team members' positions. 3.2 Demonstrate the ability to compromise if necessary to ensure that the team goals are achieved.

3.5 Unit J/502/3542: Understanding Work Principles

Unit purpose and aim: This unit introduces learners to the concept of work principles. It will cover identifying and understanding how learners' own cultural and ethical beliefs impact on their work principles and practice, and the work principles that might be expected in different contexts, e.g. caring, banking and finance, and construction.

Title	Understanding Work Principles
Unit reference numbers	J/502/3542
Level	2
Guided learning hours	6

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand how their personal attitude to work impacts on their work practice.	1.1 Describe their attitude to work providing an honest appraisal of their views. 1.2 Draw up their attitude to work as a set of work principles. 1.3 Explain how their work principles are demonstrated through their work practice.
2. Understand work principles within different contexts.	2.1 Describe how work principles can vary depending on the type of work or business, looking at: <ol style="list-style-type: none"> Public sector Private business Voluntary or third sector businesses. 2.2 Describe how work principles can vary within organisations, giving 3 different examples.

3.6 Unit K/502/3565: Following Instructions

Unit purpose and aim: This unit introduces learners to circumstances and contexts where following instructions is an important skill in the place of work.

It covers active listening skills, confirming/clarifying understanding of verbal instructions, following written instructions, understanding when it might not be appropriate or safe to follow the instructions of others and how to deal with this.

Title	Following Instructions
Unit reference numbers	K/502/3565
Level	2
Guided learning hours	6

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to follow verbal and written instructions related to work based tasks	<p>1.1 Describe why following instructions is important in work based situations.</p> <p>1.2 Demonstrate their ability to follow verbal and written instructions in 3 different situations, showing they can:</p> <ol style="list-style-type: none"> Use active listening skills Show appropriate use of questioning skills to clarify their understanding Record the instructions in an appropriate way. <p>1.3 Describe problems that can prevent understanding of verbal and written instructions and how they can be resolved.</p> <p>1.4 Describe 2 situations where following instructions and/or not following instructions can be unsafe.</p>

3.7 Unit A/502/3571: Working with Colleagues

Unit purpose and aim: This unit looks at the importance of maintaining effective working relationships with the people around you. The unit is not concerned with team working as such but rather looks to address what it is like to work in a working environment occupied by others as well. The learner will explore the communication techniques and skills required and look at how the learner can thrive in this type of environment.

Title	Working with Colleagues
Unit reference numbers	A/502/3571
Level	2
Guided learning hours	6

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand work colleagues expectations of them in the place of work.	<p>1.1 Describe the expectations their colleagues will have of them as a work colleague.</p> <p>1.2 Assess how they currently behave in relation to these expectations and describe how they can improve how they work with colleagues</p>
2. Know how to use a range of communication skills and techniques to help secure good working relationships with colleagues.	<p>2.1 Describe 3 communication techniques and two types of behaviour that can help establish and maintain effective working relationships with colleagues.</p> <p>2.2 Recognise supportive and effective communication techniques and behaviour being used by others.</p> <p>2.3 Demonstrate the ability to use 2 appropriate verbal and 2 non-verbal communication techniques when working with colleagues.</p>

3.8 Unit D/502/3577: Job Search Skills

Unit purpose and aim: This unit introduces learners to the necessary knowledge and skills to carry out searches for jobs and making applications. The unit will cover identifying the best places to look for suitable job opportunities, using job searching resources and knowing who can support them to look for work. The unit then explores the different ways learners can look to find work and starts with a personal career plan and review. The learners then move on to review the local job market and assess their individual prospects.

Title	Job Search Skills
Unit reference numbers	D/502/3577
Level	2
Guided learning hours	6

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand where and how to search for jobs.	<p>1.1 Describe 3 possible sources of job vacancies and provide examples from each. One of these sources should be accessed via the Internet.</p> <p>1.2 Describe the support networks that are available to them to help them find work or training.</p> <p>1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by accessing one of the support networks and acting on the advice and guidance given.</p>
2. Know how to develop a personal career plan.	<p>2.1 Describe the purpose of a career plan and detail the types of information it needs to contain.</p> <p>2.2 Create a career plan for themselves following appropriate conventions regarding contents and layout.</p>
3. Know how to assess their individual prospects against potential opportunities.	<p>1.1 Create and present an appraisal of the job and/or training prospects available to them and their readiness to take advantage of any opportunities available. The appraisal addresses:</p> <ol style="list-style-type: none"> Their achievement and work experience to date Any further study or learning needed.

3.9 Unit H/502/3578: Job Application Skills

Unit purpose and aim: This unit introduces learners to the sort of information needed for a job application, how to complete a straightforward job application form and write a covering letter. Unit content includes understanding the type of information usually requested in job application forms, presenting information appropriately for the audience and purpose, and basic guidelines for completing forms and formal letter writing. Presentation will also include use of electronic applications.

Title	Job Application Skills
Unit reference numbers	H/502/3578
Level	2
Guided learning hours	6

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the type of information that job applications usually ask for.	<p>1.1 Collect 4 different job applications, at least one of which is on-line, and describe the different types of information they ask for.</p> <p>1.2 Assemble a personal file containing the types of information normally needed when completing applications.</p> <p>1.3 Describe what the implications are for completing on-line applications looking at:</p> <ol style="list-style-type: none"> Information retrieval, and Storage of completed forms.
2. Know how to complete a job application form and write a covering letter.	<p>2.1 Complete one job application and write a covering letter for a current vacancy showing appropriate use of language and formality.</p> <p>2.2 Review the completed application form and letter and comment on how both could be improved.</p>

3.10 Unit D/502/3580: Health, Safety and Security in the Workplace

Unit purpose and aim: This unit introduces learners to working safely and being healthy at work. The unit covers keeping a place of work safe and healthy for employees, working in a safe manner, and keeping healthy at work. It covers legislation and responsibilities for health and safety at work at an appropriate level for the work context. It will look at personal security and security of the place of work.

Title	Health, Safety and Security in the Workplace
Unit reference numbers	D/502/3580
Level	2
Guided learning hours	6

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Appreciate the role of health and safety legislation in keeping people safe in a work situation.	1.1 Describe why health and safety legislation is necessary. 1.2 Describe giving examples, ways in which health and safety legislation materialises as practice in the place of work, looking at how a company can deal with its responsibilities through: <ol style="list-style-type: none"> a. Company Policies b. Personnel c. Training d. Awareness raising.
2. Understand how health and safety legislation impacts a particular place of work.	2.1 Describe how one important local employer deals with its health and safety responsibilities. 2.2 Describe what expectations the local employer has of its workers where health and safety is concerned. 2.3 Demonstrate that they can behave appropriately and safely in a place of work.

4 Scheme of Assessment

4.1 Assessment opportunities

This specification is available for assessment twice a year in Summer and Winter series.

4.2 Methods of assessment

Assessment will be through portfolio based evidence produced by the learner. All evidence will be internally assessed by qualified centre assessors, internally verified by the approved centres and externally moderated by CCEA staff.

4.3 Internal assessment

The course tutor or centre assessor conducts internal assessment. Centres must nominate staff who have the appropriate skills and knowledge to assess candidates' work in accordance with unit specifications. Centres with more than one assessor should take steps to ensure that the standard of assessment is consistent. Assessment of a poor standard may result in work being referred to the centre for re-assessment.

All learners' evidence must be clearly annotated and referenced throughout the portfolio.

Candidates must meet all assessment criteria in order to achieve this award.

4.4 Internal standardisation

Centres must ensure that they have arrangements in place for standardisation and quality assurance of their assessment outcomes. Centres with more than one tutor must carry out internal standardisation of the assessments prior to external moderation. This is to ensure that, as far as possible, each tutor has applied the assessment criteria consistently. The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us.

As a result of internal standardisation, it may be necessary to adjust an individual tutor's assessment decisions. This is to bring assessment into line with other tutors in the centre. Where adjustment is necessary, the achievement of assessment criteria should be amended.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples.

4.5 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our *Qualifications Administration Handbook*, which you can access at www.ccea.org.uk. Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Tutors and centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

5 Links, Resources and Support

5.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk;

We are expanding our range of support to include the following:

- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for tutors;
- agreement trials;
- a resource list; and
- Employability Microsite.

You can find details of the Annual Support Programme of events and materials for the Level 2 Award in Employability Skills on our website at www.ccea.org.uk

5.2 Relationship with the Northern Ireland Curriculum

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as job search skills, personal preparation for employment and self improvement and effective behaviour at work.
- develop personal skills in areas such as:
 - self-awareness, personal health and relationships (Personal Development);
 - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
 - work in the local and global economy, and career management (Employability);
- develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues by providing opportunities to explore topics such as Problem solving at Work and Health.
- investigate sustainable development, health and safety considerations, and European developments, by providing opportunities to explore topics such as ; Working in a team
- develop skills that will enhance employability by providing opportunities to make effective use of technology by providing opportunities.

5.3 Essential and Key Skills

Essential Skills are nationally accredited adult qualifications available throughout Northern Ireland in:

- Literacy at Entry Level (Entry 1, 2 and 3);
- Numeracy at Entry Level (Entry 1, 2 and 3);
- Application of Number at Levels 1 and 2; and
- Communication at Levels 1 and 2.

This specification provides opportunities for learners to develop:

- The necessary skills for seeking employment or training.
- Further skills training or job opportunities.

You can find details of the current standards and guidance for each of these skills on our website at www.ccea.org.uk/essential_skills

A course of study based on this specification also provides learners with opportunities to develop the following Key Skills, which are recognised throughout the UK:

- Application of Number;
- Communication;
- Information and Communication Technology;
- Improving Own Learning and Performance;
- Problem-Solving; and
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the QCDA website at www.qcda.gov.uk

5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our *Qualifications Administration Handbook*, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

5.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

Vocational qualifications often require the assessment of a broad range of competences. This is because they are designed to prepare learners for the vocational area being studied.

The content of this qualification was reviewed to identify whether any of the competences required by the subject presented a potential barrier to any learners with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to access assessments. For this reason, very few learners will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations.**

5.6 Health and safety

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training. Centres offering Level 2 in Employability Skills may be restricted in the choice of units they offer due to insurance and resources. Learners' use of electrical/power equipment or machinery must be supervised at all times.

5.7 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nola Fitzsimons
(telephone: (028) 9026 1200 ext. 2235, email: nfitzsimons@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution (support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk).