Candidate Name: ____________________________  Start Date:  Sept-2015

Assessor Name: ____________________________  Completion Date: June-2016

Internal Verifier: ____________________________  Date: _____________

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Assessor Decision.  Pass: [ ]  Refer: [ ]
**City & Guilds 5546 Employability Skills**

### Unit 405
**Career Planning and Making Applications**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page No</th>
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</thead>
<tbody>
<tr>
<td>1.0 Be able to choose a suitable career pathway</td>
<td>8</td>
</tr>
<tr>
<td>1.1 List sources of careers advice and guidance</td>
<td>8</td>
</tr>
<tr>
<td>1.2 Research career options</td>
<td>8</td>
</tr>
<tr>
<td>1.3 Agree a suitable career pathway</td>
<td>9</td>
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<tr>
<td>2.0 Be able to identify a suitable job, training programme or course</td>
<td>10</td>
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<tr>
<td>2.1 List sources of information for job vacancies, training programmes or courses</td>
<td>10</td>
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<tr>
<td>2.2 Find a suitable job vacancy, training programme or course</td>
<td>11</td>
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<tr>
<td>3.0 Understand how to prepare a Curriculum Vitae</td>
<td>12</td>
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<tr>
<td>3.1 Identify own skills, qualities, experience and qualifications</td>
<td>12</td>
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<tr>
<td>3.2 Draft a Curriculum Vitae</td>
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<tr>
<td>4.0 Understand how candidates are selected for an interview</td>
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<tr>
<td>4.1 Describe how candidates are selected for an interview for a job, training programme or course</td>
<td>15</td>
</tr>
<tr>
<td>5.0 Be able to apply for a job, training placement or course</td>
<td>16</td>
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<tr>
<td>5.1 Obtain an application form and / or job details</td>
<td>16</td>
</tr>
<tr>
<td>5.2 Complete the application</td>
<td>16</td>
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<tr>
<td>6.0 Understand the interview process</td>
<td>19</td>
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<tr>
<td>6.1 List what needs to be considered in preparation for the interview</td>
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<tr>
<td>6.2 Observe or take part in a real or simulated interview</td>
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<tr>
<td>6.3 Give examples of effective and ineffective interview practice</td>
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### Unit 441
**Rights and Responsibilities in The Workplace**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.0 Understand that employees have rights</td>
<td>28</td>
</tr>
<tr>
<td>7.1 List a range of employee rights</td>
<td>28</td>
</tr>
<tr>
<td>7.2 State how they are protected by law</td>
<td>29</td>
</tr>
<tr>
<td>8.0 Understand that employees have responsibilities</td>
<td>30</td>
</tr>
<tr>
<td>8.1 List a range of employee responsibilities</td>
<td>30</td>
</tr>
<tr>
<td>8.2 Describe his / her responsibilities</td>
<td>31</td>
</tr>
<tr>
<td>8.3 Explain why it is important to keep some information confidential</td>
<td>32</td>
</tr>
<tr>
<td>9.0 Understand why health and safety rules are important</td>
<td>33</td>
</tr>
<tr>
<td>9.1 Recognise and respond to hazards in his/her place of learning or work</td>
<td>33</td>
</tr>
<tr>
<td>9.2 List requirements for personal health and safety in his/her place of learning or work</td>
<td>33</td>
</tr>
<tr>
<td>9.3 Explain how he/she can contribute to keeping colleagues and customers safe and healthy</td>
<td>34</td>
</tr>
<tr>
<td>9.4 Contribute to a risk assessment</td>
<td>34</td>
</tr>
<tr>
<td>9.5 Work safely following guidelines</td>
<td>36</td>
</tr>
<tr>
<td>9.6 Explain and follow emergency procedures</td>
<td>36</td>
</tr>
</tbody>
</table>

Paul Mc Garrigle. Lecturer NWRC
Unit 425
Effective Skills, Qualities And Attitudes For Learning And Work

10.0 Be able to recognise a range of positive qualities, attitudes and behaviours for learning and work 41
10.1 State the importance of positive and appropriate behaviour for learning and work 41
10.2 Give examples of positive and appropriate behaviour for learning and work 42
10.3 State the importance of positive qualities and attitudes for learning and work 43
10.4 Give examples of positive qualities and attitudes for learning and work 44

11.0 Understand personal development needs 45
11.1 Identify personal strengths 45
11.2 Identify personal weaknesses 46
11.3 Produce an action plan to address personal weaknesses 47
11.4 Review personal development action plan 48

12.0 Appendix 50
13.0 Supplementary evidence information sheet 51
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
# Unit 405  Career planning and making applications

**UAN:** A/501/6880  
**Level:** 1  
**Credit Value:** 3  
**GLH:** 24

## Aim:
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.

## Assessment:
Learner Portfolio

### Learning outcome
1. be able to choose a suitable career pathway

#### Assessment criteria
The learner can:

- 1.1 list sources of careers advice and guidance
- 1.2 research career options
- 1.3 agree a suitable career pathway.

### Learning outcome
2. be able to identify a suitable job, training programme or course

#### Assessment criteria
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**

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

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment criteria</th>
</tr>
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<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>4. understand how candidates are selected for interview</td>
<td>4.1 describe how candidates are selected for an interview for a job, training programme or course.</td>
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<table>
<thead>
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<th>Assessment criteria</th>
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<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>5. be able to apply for a job, training placement or course</td>
<td>5.1 obtain an application form and/or job details</td>
</tr>
<tr>
<td></td>
<td>5.2 complete the application.</td>
</tr>
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</table>

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

   1. __________________________________________________________
   ____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

   2. __________________________________________________________
   ____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

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

   1. __________________________________________________________
   ____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

   2. __________________________________________________________
   ____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
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Paul Mc Garrigle. Lecturer NWRC
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.
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.

1____________________________________________________________
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___________________________________________________________________
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2____________________________________________________________
___________________________________________________________________
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Paul Mc Garrigle, Lecturer NWRC
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.
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: _____________________________________
__________________________________________________
__________________________________________________
__________________________________________________

Paul Mc Garrigle. Lecturer NWRC
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.

**Personal Details**

<table>
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**School Education and Training**

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**Work Experience**

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Paul Mc Garrigle, Lecturer NWRC
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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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____________________________
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.
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:__________________________________________

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Home Address: __________________________________________

________________________________________________________________________

________________________________________________________________________

Postcode: __________________________________________

Telephone: __________________________________________

E-mail: __________________________________________

Nationality: __________________________________________

Date of Birth: __________________________________________

Do you need a work permit for permanent employment in the UK? Yes ☐  No ☐

Do you have one? Yes ☐  No ☐

Do you hold a full UK driving Licence? Yes ☐  No ☐
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.

<table>
<thead>
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<th>Result</th>
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Employment and Work Experience.

Please describe briefly any work (whether paid or unpaid) which you have undertaken. **Start with most recent first.**

<table>
<thead>
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<th>Employer Name</th>
<th>Job Title / Responsibility</th>
<th>Reason for Leaving</th>
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**Referees / References**

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</tbody>
</table>

**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:_______________________
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.
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.

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

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

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

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

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

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

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


10. Do you have any questions to ask me? [5] [___] __________________________________________________________________________________________
INTERVIEW FEEDBACK SHEET

Score out of 50  
Adjusted Score out of 100  

How do you feel the interview went.

Student comments:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Tutor comments:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Signed:.................................................................(Lecturer)

Signed:.................................................................(Student)
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.________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

2.________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

Ineffective interview practice.

1.________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

2.________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
UNIT 405 CAREER PLANNING AND MAKING APPLICATIONS

ASSESSOR FEEDBACK SHEET

Student comments:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Tutor comments:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

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
### Unit 441  Rights and Responsibilities In The Workplace

<table>
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<td>Credit Value:</td>
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</tr>
<tr>
<td>GLH:</td>
<td>20</td>
</tr>
<tr>
<td><strong>Aim:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Learner Portfolio</td>
</tr>
</tbody>
</table>

#### Learning outcome

7. Understand that employees have rights

#### Assessment criteria

The learner can:

7.1 list a range of employee rights  
7.2 state how employee rights are protected by law

---

#### Learning outcome

The learner will:

8. understand that employees have responsibilities

#### Assessment criteria

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

<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>9. understand why health and safety rules are important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>9.1 recognise and respond to hazards in his/her place of learning or work</td>
</tr>
<tr>
<td>9.2 list requirements for personal health and safety in his/her place of learning or work</td>
</tr>
<tr>
<td>9.3 explain how he/she can contribute to keeping colleagues and customers safe and healthy</td>
</tr>
<tr>
<td>9.4 contribute to a risk assessment</td>
</tr>
<tr>
<td>9.5 work safely following guidelines</td>
</tr>
<tr>
<td>9.6 explain and follow emergency procedures.</td>
</tr>
</tbody>
</table>
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:

__________________________________________
__________________________________________
__________________________________________
__________________________________________

Employee Right 2:

__________________________________________
__________________________________________
__________________________________________
__________________________________________

Employee Right 3:

__________________________________________
__________________________________________
__________________________________________
__________________________________________

Paul Mc Garrigle. Lecturer NWRC
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.
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:
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Employee Responsibility 2:
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Employee Responsibility 3:
________________________________________________________
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________________________________________________________
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.
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.

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.
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 *e.g.* by explaining fire safety procedures to visitors, by knowing how to access first aid provision.

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.
### City & Guilds 5546 Employability Skills

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hazard</th>
<th>Persons Affected</th>
<th>L</th>
<th>S</th>
<th>R</th>
<th>Controlling Action</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### Likelihood
1. Highly Unlikely
2. Possible
3. Likely
4. Probable
5. Highly Probable

### Severity
1. Minor Injury
2. Minor Injury - First Aid
3. Lost Time Accident
4. Loss of Limb / Hospitalisation
5. Death

### Rating
\[ \text{Rating} = \text{Severity} \times \text{Likelihood} \]

1. 1 - 6 = Low
2. 7 - 11 = Medium
3. 12 - 15 = High
4. 16 - 25 = Very High

---

Paul Mc Garrigle, Lecturer NWRC
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.

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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.

________________________________________________________________________
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# UNIT 404 RIGHTS AND RESPONSIBILITIES IN THE WORKPLACE

## 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 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

<table>
<thead>
<tr>
<th>UAN:</th>
<th>Y/506/2703</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>1</td>
</tr>
<tr>
<td>Credit Value:</td>
<td>2</td>
</tr>
<tr>
<td>GLH:</td>
<td>14</td>
</tr>
<tr>
<td>Aim:</td>
<td>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.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Learner Portfolio</td>
</tr>
</tbody>
</table>

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.
### Learning outcome

<table>
<thead>
<tr>
<th>The learner will:</th>
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</thead>
<tbody>
<tr>
<td>11. understand personal development needs</td>
</tr>
</tbody>
</table>

### Assessment criteria

<table>
<thead>
<tr>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 identify personal strengths</td>
</tr>
<tr>
<td>11.2 identify personal weaknesses</td>
</tr>
<tr>
<td>11.3 produce an action plan to address personal weaknesses</td>
</tr>
<tr>
<td>11.4 review personal development action plan.</td>
</tr>
</tbody>
</table>

### Range

11.4 review - assess what went well and not so well.
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.
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.
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.
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.
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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Paul Mc Garrigle, Lecturer NWRC
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.
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).
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.
UNIT 425 EFFECTIVE SKILLS, QUALITIES AND ATTITUDES FOR LEARNING AND WORK

ASSESSOR FEEDBACK SHEET

<table>
<thead>
<tr>
<th>Student comments:</th>
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</table>

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

Y / N

Signed:……………………………………………………………………………….(Student)

Date:.....................
12.0 APPENDICIES

Please include all relevant supplementary evidence in this section.
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
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.