

all you need to know.

Qualification Specification

NCFE Level 1 Award in Job Search and Interview Skills
(601/6208/9)

Issue 5 October 2018

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Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1 Award in Job Search and Interview Skills (601/6208/9).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on our dedicated qualifications website www.qualhub.co.uk.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Award in Job Search and Interview Skills (601/6208/9)

Things you need to know

| Qualification number (QN) | 601/6208/9 |
|--------------------------------|---|
| Aim reference | 60162089 |
| Total Qualification Time (TQT) | 60 |
| Guided Learning Hours (GLH) | 40 |
| Credit value | 6 |
| Level | 1 |
| Assessment requirement | internally assessed and externally quality assured portfolio of evidence. |

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/6208/9.

This qualification was originally developed in partnership with REED NCFE.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

Qualification purpose

The purpose of the Level 1 Award in Job Search and Interview Skills is to give learners the skills to support progression into work. Learners will gain those skills by successfully completing the units required.

Qualification objectives

The objectives of this qualification are to:

- provide learners with the skills needed to identify and apply for suitable jobs
 - equip learners with the skills needed to prepare for and conduct themselves in a job interview
 - provide learners with the opportunity to learn about the labour market and pathways into employment
 - provide learners with the skills to create and use a personal development plan
-

Achieving this qualification

To be awarded the Level 1 Award in Job Search and Interview Skills, learners are required to successfully complete **2** mandatory units and **1** optional unit.

Mandatory units

| Unit No | Unit title |
|---------|--|
| Unit 01 | Preparing to achieve own job goals (2 credits) |
| Unit 02 | Promoting yourself and preparing for a job interview (3 credits) |

Optional units

| Unit No | Unit title |
|---------|---|
| Unit 03 | The labour market and pathways into employment (1 credit) |
| Unit 04 | Creating your personal development plan (1 credit) |
| Unit 05 | Disclosing an offence (1 credit) |

The learning outcomes for each unit are provided in Section 2 (page 13).

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the Level 1 Award in Job Search and Interview Skills, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level qualification.

This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Award in Job Search and Interview Skills
- Level 2 Award in Occupational Studies for the Workplace
- Level 2 Certificate in Occupational Studies for the Workplace

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our dedicated qualifications website www.qualhub.co.uk or can be requested from the Customer Support team on 0191 239 8000 or by emailing service@ncfe.org.uk.

Customer Support team

Our award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can find contact details for your Customer Support Assistant [here](#) or get more information by calling 0191 239 8000 or emailing service@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our dedicated qualifications website www.qualhub.co.uk.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on our dedicated qualifications website www.qualhub.co.uk.

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- www.reed.co.uk
- www.apprenticeships.org.uk
- www.nomisweb.co.uk
- www.totaljobs.com
- www.pertemps.co.uk
- www.bis.gov.uk
- www.fish4.co.uk

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

NCFE offers a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on our website for more information.

Section 2

Unit content

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit 01 Preparing to achieve own job goals (F/503/1557)

| | |
|------------------------------|--|
| Unit summary | This unit helps learners to identify the skills and qualities needed to achieve their job goals. Learners will identify their own skills and qualities applicable to the workplace and identify job goals that are relevant to them. |
| Credit value | 2 |
| Guided learning hours | 10 |
| Level | 1 |
| Mandatory/optional | Mandatory |

Learning outcome 1

The learner will:

Know how to identify achievable job goals

The learner can:

- 1.1 List the benefits of being in work against not being in work
- 1.2 Outline the following job types:
 - a) survival
 - b) career entry
 - c) transitional
 - d) dream job
- 1.3 Identify realistic job goals within own local area
- 1.4 Identify a potential short-term and long-term job goal

Learning outcome 2

The learner will:

- 2 Know the key qualities required for employment

The learner can:

- 2.1 State what qualities are attractive to employers
- 2.2 Identify what qualities they already have and those to be developed to achieve own job goals
- 2.3 State why honesty, trustworthiness, commitment and adaptability are key qualities to employers
- 2.4 Give examples of when they have been honest, trustworthy, committed and adaptable
- 2.5 Outline how own personal attitudes could positively and/or negatively affect own employability

Unit 01 Preparing to achieve own job goals (F/503/1557) (cont'd)

Learning outcome 3

The learner will:

- 3 Be able to identify own employability skills

The learner can:

- 3.1 List skills relevant to the workplace
 - 3.2 Outline why having a range of skills is important
 - 3.3 Identify what skills they already have and those to be developed to help achieve own job goals
 - 3.4 Identify where current skills were developed
-

Unit 01 Preparing to achieve own job goals (F/503/1557) (cont'd)

Delivery and assessment

- 1.1 a case study could be used to generate and support group discussion on the benefits. If appropriate, the learner could consider their own situation.
- 1.2 the learners should know about all 4 job types. A case study or group discussion could be used to support the learner to describe each job type.
- 1.3 this could be delivered from a personal or case study perspective eg the learner could identify their own realistic job goals in their own area. This assessment criteria is about the learner being able to identify what is realistic within the area they live.
The learner could consider the differences in opportunities in rural or urban local areas.
The learner could consider different types of contract whilst identifying realistic job goals eg. Full time, part time, fixed term or seasonal jobs. The learner could consider types of contract from their chosen vocational area.
- 1.4 the learner could determine what short-term and long-term job goals are based on their personal circumstances.
- 2.1 – 2.2 learners could consider the key qualities from a local employment perspective.
- 2.3 if applicable, the learner could link the key qualities to the employer's values.
- 3.1 – 3.2 this could be delivered using the learner's own job goals.
- 3.4 the learner could consider the range of places and ways that skills were developed eg in their personal lives, hobbies, work experience, education etc.
- The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- Evidence of discussions (eg. Recording, witness statement)
- Worksheet
- Written evidence
- Annotated printout
- Poster
- Personal action plan

Unit 02 Promoting yourself and preparing for a job interview (F/503/1560)

| | |
|------------------------------|---|
| Unit summary | This unit will give learners the knowledge of different types of CV and the skills needed to search for and apply for job vacancies and leads. Learners will also know how to prepare for an interview and will be able to conduct themselves in an interview situation and review their performance. |
| Credit value | 3 |
| Guided learning hours | 20 |
| Level | 1 |
| Mandatory/optional | Mandatory |

Learning outcome 1

The learner will:

- 1 Know the different types of CV and cover letter used to apply for jobs

The learner can:

- 1.1 State the purpose of a CV and cover letter
 - 1.2 Identify different types of CV and cover letter
 - 1.3 Outline why it is important to change a CV and cover letter so they are relevant to a job or sector
-

Learning outcome 2

The learner will:

- 2 Know where and how to search for jobs

The learner can:

- 2.1 State where to look for jobs that are advertised
 - 2.2 State ways to find out about jobs that are not advertised
 - 2.3 Outline how to apply for jobs that are advertised
 - 2.4 Outline how to apply for jobs that are not advertised
-

Unit 02 Promoting yourself and preparing for a job interview (F/503/1560) (cont'd)

Learning outcome 3

The learner will:

- 3 Be able to identify suitable job opportunities and apply for them

The learner can:

- 3.1 Identify a job vacancy or lead to respond to that fits with own job goals
 - 3.2 Identify own skills, qualities and experience relevant to the job
 - 3.3 Create a CV using the type that best fits own skills, qualities and experience
 - 3.4 Produce a cover letter for an advertised job
 - 3.5 Produce a cover letter for a job that has not been advertised
 - 3.6 Complete a job application form relevant to own job goals
 - 3.7 Check format and accuracy of completed documents and amend if needed
-

Learning outcome 4

The learner will:

- 4 Know how to prepare for an interview

The learner can:

- 4.1 Give examples of the things they need to do to prepare for an interview
 - 4.2 Outline why it is important to prepare for an interview
-

Learning outcome 5

The learner will:

- 5 Be able to conduct self in an interview situation

The learner can:

- 5.1 Demonstrate in an interview situation appropriate:
 - a) punctuality
 - b) use of language
 - c) response to questions
 - d) use of questions
-

Unit 02 Promoting yourself and preparing for a job interview (F/503/1560) (cont'd)

Learning outcome 6

The learner will:

6 Be able to review own performance following an interview situation

The learner can:

- 6.1 Review own performance following an interview situation
 - 6.2 Identify what went well and not so well
 - 6.3 Identify ways to improve own performance in the future
-

Unit 02 Promoting yourself and preparing for a job interview (F/503/1560) (cont'd)

Delivery and assessment

1.2 the learner could consider different formats of CV eg. written, digital, video etc.

3.1 – 3.7 this learning outcome could be delivered in response to a real job opportunity or a case study, if a real job opportunity isn't available.

3.1 leads could refer to hidden opportunities eg. attending an employment event and learn of potential job opportunities, opportunities that occur after completing a work placement.

3.3 types of CV could include written, digital, video, etc.

3.6 the learner could use a live job application form or a template provided

3.7 when checking for accuracy the learner could consider a spell check as well as checking the accuracy of the information included eg. contact details, dates etc.

When considering the format of the CV the learner could consider the number of pages the documents are.

The learner could use annotated documents to show how they completed the format and accuracy checks and made relevant amends.

5.1. the learner could take part in a mock interview in preparation for a real life or for potential job role.

b) the learner's use of language could include verbal and non-verbal language (eg. listening, eye contact, open gestures).

c) it could also include using appropriate and professional words. The learner could consider the appropriateness of their response to a question (eg. an example of how they demonstrated a particular skill and what they've learned from it).

d) the use of questions should be appropriate and relevant to the job or employer.

6.1 – 6.3 the learner could reflect on own performance from a real life interview or a mock interview situation.

6.2 the learner could consider feedback from peers and/or employer as well as own thoughts to identify what went well and not so well.

6.3 the learner could use a reflective diary/log with action points.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- Written
- Evidence of discussions (eg. Recording, witness statement)
- Worksheet
- Documents (eg.CV, application form, cover letter)
- Annotated documents (eg.CV, application form, cover letter)
- Role play
- Record of observation (eg. mock interview)
- Reflective diary/log

Unit 03 The labour market and pathways into employment (A/507/2365)

| | |
|------------------------------|---|
| Unit summary | This unit will help learners understand the labour market and how job roles are affected by changes to it. Learners will also gain an understanding of different pathways into employment, including the most appropriate pathways into employment for a given job. |
| Credit value | 1 |
| Guided learning hours | 10 |
| Level | 1 |
| Mandatory/optional | Optional |

Learning outcome 1

The learner will:

- 1 Understand the labour market

The learner can:

- 1.1 Define what is meant by the labour market
 - 1.2 Give examples of how key factors can affect a labour market
 - 1.3 Outline how labour markets can vary across the UK
 - 1.4 State how job roles are affected by changes in the labour market
-

Learning outcome 2

The learner will:

- 2 Understand pathways into employment

The learner can:

- 2.1 Outline a variety of pathways into employment
 - 2.2 Identify the most appropriate pathway into employment for a given job
 - 2.3 State the reasons why this is the most appropriate pathway for the given job
-

Unit 03 The labour market and pathways into employment (A/507/2365) (cont'd)

Delivery and assessment

1.2 learners should select at least 2 key factors to explore in their examples. Key factors could include: Political, Economic, Social, Technical, Environmental, Legal, Legislation, Consumer demand.

1.3 the UK can be broken down into however you choose (e.g. countries, regions, cities). When looking at how labour markets vary learners could do this geographically or by industry.

1.4 learners can explore specific job roles in their chosen area of work.

2.1 pathways into employment could cover but not limited to:

- apprenticeships/traineeships
- work experience/internships
- further learning
- volunteering
- recruitment agencies

Learners should explore at least 2 pathways into employment.

2.2 and 2.3 this could be the most appropriate route for the individual or the given industry job/role.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- Workbook
- Case studies
- Project / assignments
- Reflective account / journal

Unit 04 Creating your personal development plan (F/507/2366)

| | |
|------------------------------|---|
| Unit summary | This unit will help learners understand the benefits of having a personal development plan, creating one to help them gain employment. Learners will also gain knowledge of how to implement a personal development plan, understanding why they should review and update their progress. |
| Credit value | 1 |
| Guided learning hours | 10 |
| Level | 1 |
| Mandatory/optional | Optional |

Learning outcome 1

The learner will:

- 1 Be able to complete a personal development plan to help gain employment

The learner can:

- 1.1 List the benefits of having a personal development plan
 - 1.2 Complete a personal development plan to help gain employment
-

Learning outcome 2

The learner will:

- 2 Know how to implement a personal development plan

The learner can:

- 2.1 Outline the steps they will take to put the personal development plan into action
 - 2.2 Identify how they will review their progress against the personal development plan
 - 2.3 Identify reasons why they should update the personal development plan
-

Unit 04 Creating your personal development plan (F/507/2366) (cont'd)

Delivery and assessment

1.2 learners can use a personal development plan template given to them. Alternatively they can create their own personal development plan template.

The following sections could be included:

- Where are you now?
- Where do you want to be?
- How will you get there?
- How will I know when I've achieved my goal?

When completing the personal development plan, the learner's job goals identified in unit 01 can be used here.

The personal development plan could cover any relevant timescale eg 3-5 years.

2.1-2.3 learners are not expected to implement the personal development plan as this could be outside the timeframe for this unit.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- Workbook
- Personal development plan
- Case studies
- Project / assignments

Unit 05 Disclosing an offence (M/508/0897)

| | |
|------------------------------|---|
| Unit summary | This unit aims to help learners understand disclosure of convictions. It covers where to find details of convictions, the difference between spent and unspent convictions, when to disclose convictions and how to write a disclosure letter and how to discuss a disclosure letter at an interview. |
| Credit value | 1 |
| Guided learning hours | 10 |
| Level | 1 |
| Mandatory/optional | Optional |

Learning outcome 1

The learner will:

- 1 Understand what disclosure means

The learner can:

- 1.1 State what disclosure is
 - 1.2 Identify legislation relating to disclosure
-

Learning outcome 2

The learner will:

- 2 Understand disclosure of convictions

The learner can:

- 2.1 Give at least 2 examples of where an individual can find details of their conviction(s)
 - 2.2 Outline the difference between a spent conviction and an unspent conviction
 - 2.3 Give an example of a spent conviction and an unspent conviction
 - 2.4 Identify at what stage you would have to disclose any convictions with relation to:
 - a) employment
 - b) other scenarios
-

Unit 05 Disclosing an offence (M/508/0897) (cont'd)

Learning outcome 3

The learner will:

3 Understand disclosure letters

The learner can:

3.1 List the pros and cons of a disclosure letter

3.2 Write a disclosure letter

3.3 Identify at least 2 scenarios when you could use a disclosure letter

Learning outcome 4

The learner will:

4 Understand disclosure within the interview process

The learner can:

4.1 Give examples of when disclosure could be discussed within the interview process

4.2 List the benefits of discussing a personalized disclosure letter:

a) to the interviewee

b) to the interviewer

Unit 05 Disclosing an offence (M/508/0897) (cont'd)

Delivery and assessment

Disclosure is an emotive subject for many learners. A one to one discussion may be preferable if learners are going to disclose their conviction and confidentiality should be observed at all times.

Throughout the delivery and assessment of this unit it is beneficial to keep working drafts, class exercises, word matches.

1.2 legislation may include laws, acts etc. The Tutor could refer to www.legislation.gov.uk The Tutor could refer to the Nacro website for resources – presentation

2.1 and 2.3 the Tutor could get a learner to find out *their* convictions, where relevant, and when they will be classed as spent. The Tutor could ask the learners to look at published case studies of spent and non-spent convictions

2.1 the Tutor could access information from websites (where learners do not have access) or could signpost learners to online resources and other published information.

2.2 and 2.3 the Tutor could use a True or False worksheet with different convictions

2.4 the Tutor could produce a basic worksheet with examples of scenarios that the learner completes.

3.1 the learner should be aware of the potential consequences of not having a disclosure letter. The Tutor could distribute case studies of examples where someone had a disclosure letter and someone else did not, or someone decided not to disclose their conviction at all.

3.2 learners should create the letter based on their own experience. Where this is not possible, the letter could be based on a scenario created by the Tutor. The learner may wish to create a word processed letter.

3.3 the Tutor could create different scenarios and the learner identifies at what stage within those scenarios the disclosure letter should be used. This could include a non-employment scenario.

4.2 the learner should think about different possible reactions the interviewer could have to the discussion. The learner should think about how they could present the information during the interview. The Tutor could ask the learner to think of potential questions they could be asked about their disclosure and how they would respond.

If interviews are carried out ensure that interviewers are of a similar standard. There should be no harsh/easy interview situations.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- Reflective account/diary
- Evidence from others, eg witness testimonies from Tutor or support worker
- Observation
- Short responses
- Posters
- Worksheets
- Case studies with learner responses,
- Scenarios
- Different drafts/iterations of a disclosure letter,
- Lists
- Presentations
- Roleplay (eg practice interview)

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 1 Award in Job Search and Interview Skills is internally assessed and externally quality assured.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 13).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks; Guidance for Centres' document on our dedicated qualifications website www.qualhub.co.uk.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our dedicated qualifications website www.qualhub.co.uk.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our dedicated qualifications website www.qualhub.co.uk.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our dedicated qualifications website www.qualhub.co.uk.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Explanation of terms

Explanation of terms

| | |
|------------------------------|---|
| Define | Give the meaning of a word or phrase. |
| Demonstrate | Show an understanding of the subject. |
| Describe | Provide details about the subject or item. |
| Explain | Provide details about the subject with reasons showing how or why. |
| Give (examples of...) | Provide relevant examples to support the subject. |
| Identify | List or name the main points. |
| Indicate | Point out or show using words, illustrations or diagrams. |
| Locate | Find or identify. |
| List | Make a list of words, sentences or comments. |
| Outline | Identify or describe the main points. |
| Plan | Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration. |
| Show | Give information that includes clear knowledge about the subject. |
| State | Give the main points in brief, clear sentences. |
| Use | Take an item, resource or piece of information and link to the question or task. |

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***