

# **SPECIFICATION**

**IAO LEVEL 2 AWARD IN EMPLOYABILITY AND PERSONAL  
DEVELOPMENT**

**QUALIFICATION NUMBER: 603/6375/7**

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up to date

[www.innovateawarding.org](http://www.innovateawarding.org).

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”*

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## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	603/6375/7
<b>Qualification review date</b>	31.07.2024
<b>Guided Learning Hours (GLH)</b>	42
<b>Total Qualification Time (TQT)</b>	60
<b>RQF level</b>	2
<b>Qualification credit value</b>	6 credits
<b>Minimum credits at/above level</b>	6 credits
<b>Assessment requirements</b>	Portfolio of Evidence, Multiple Choice Examination
	This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
<b>Aims and objectives of the qualification</b>	The aim of this qualification is to prepare learners for work. It supports the development of knowledge and skills to enable learners to prepare for work and identify the skills and behaviours required within a professional environment. Learners will gain insight into a range of skills such as how to identify and apply for jobs, how to build working relationships and teamwork, as well as the principles of equality and diversity and their rights and responsibilities once in employment.
<b>Entry guidance</b>	There are no formal entry requirements for this qualification.  This qualification is suitable for those who are preparing to enter the workforce across a range of sectors .
<b>Progression opportunities</b>	Learners who achieve this qualification could progress into further education or on into employment.  On completion of this course, learners may progress to: <ul style="list-style-type: none"> <li>• IAO Level 2 Certificate in Principles of Business Administration</li> <li>• IAO Level 2 Diploma in Business Administration</li> <li>• IAO Level 2 Certificate in Principles of Customer Service</li> <li>• IAO Level 2 Certificate in Preparing to Work in Adult Social Care</li> <li>• IAO Level 2 Certificate in IT User Skills (ITQ)</li> </ul>

## **Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

### Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

### Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## The Regulated Qualifications Framework (RQF)

### What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

### Rules of combination

To achieve this qualification, learners must gain 3 credits from the mandatory unit and a minimum of 3 credits from units in the optional bank.

The minimum guided learning hours for this qualification is 60.

\*These units are assessed by multiple choice examination

### Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
J/618/3737	Effective skills, qualities and attitudes for learning and work	2	3	22

### Optional units:

Unit ref	Unit title	Level	Credit value	GLH
H/501/5917	Preparing for an interview	2	1	10
J/501/5893	Applying for a job	2	1	10
J/618/3740	Teamworking skills	2	3	20
H/600/7794	Developing self for learning and work	2	2	15
J/506/1806	*Principles of equality and diversity in the workplace	2	2	10
J/600/0840	*Understanding Employment Rights and Responsibilities	2	2	15
R/618/3739	Building working relationships with customers	2	2	20



**Mandatory units:**

<b>Title:</b>	<b>J/618/3737 Effective skills, qualities and attitudes for learning and work</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>22</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand a range of positive qualities, attitudes and behaviours for learning and work	1.1 Explain the importance of positive qualities, attitudes and behaviours for employment 1.2 Describe appropriate codes of conduct 1.3 Describe the importance of: <ul style="list-style-type: none"> <li>• adaptability and flexibility</li> <li>• motivation</li> <li>• enthusiasm</li> <li>• commitment</li> <li>• professionalism</li> </ul> 1.4 Reflect on their positive qualities, attitudes and behaviours for learning and work
2. Understand why effective communication is important	2.1 Explain the importance of effective verbal and non-verbal communication 2.2 Describe how to communicate effectively face-to-face with colleagues or customers 2.3 Describe how to communicate effectively with colleagues or customers who are not present 2.4 Explain ideas using technical language where appropriate 2.5 Give examples of different forms of written communication and when they are used 2.6 Describe the possible impact of inappropriate use of social network sites
3. Be able to work effectively	3.1 Identify the tasks that need to be done and the deadlines 3.2 Produce a plan for the working day 3.3 Work safely following health and safety guidelines 3.4 Carry out multiple tasks or projects 3.5 Complete tasks to required standard and deadlines 3.6 Reflect on their work and identify ways of working more effectively
<b>Additional information</b>	

Unit aim (s)	The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

**Optional units:**

<b>Title:</b>	<b>H/501/5917 Preparing for an interview</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to anticipate key questions that they might be asked at the interview	1.1 Suggest key types of questions that an interviewer might ask
2. Be able to prepare answers to anticipated interview questions	2.1 Prepare appropriate answers to the key questions most likely to be asked by an interviewer
3. Know how to use information about the job/course to identify questions to ask the interviewer	3.1 Find out key information about the employer/organisation/course and explain why it is useful for the interview 3.2 Identify what information they do not have about the job/placement/course which they could request at the interview
<b>Additional information</b>	
<b>Unit aim (s)</b>	This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.

<b>Title:</b>	<b>J/501/5893 Applying for a job</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to access different methods of applying for a job	1.1 Investigate different methods of applying for a job
2. Be able to prepare a job application	2.1 Collate the appropriate information for a job application 2.2 Prepare a thorough job application
3. Be able to present the job application appropriately	3.1 Select and use the conventions, formats and styles of presenting job applications appropriately
4. Be able to reflect on the appropriateness of the job application	4.1 Evaluate the suitability of the style and information in the job application in relation to its intended audience
<b>Additional information</b>	
<b>Unit aim (s)</b>	This unit aims to equip learners with the skills to access and respond to different types of job application opportunities. Learners will gain an understanding of how to present a job application in an appropriate way.

<b>Title:</b>	<b>J/618/3740 Teamworking skills</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand why effective teamwork is important	1.1 Define effective teamwork 1.2 Describe the advantages and disadvantages of teamwork for a given situation
2. Understand the roles people may take in a teamwork situation	2.1 Give examples of formally allocated roles 2.2 Give examples of less formal roles 2.3 Describe the impact these roles could have on the way a team works and on members of the team
3. Understand the role of conflict	3.1 List factors that could contribute to conflict in a team 3.2 Explain how conflicting views could be an advantage 3.3 Suggest ways to manage and resolve conflict
4. Understand what needs to be done to achieve a particular goal	4.1 Explain the overall goal and objectives of the team 4.2 Identify their own strengths, skills and experiences relevant to the teamwork situation 4.3 Describe their own role as part of the team
5. Be able to work with others towards achieving shared objectives	5.1 Agree an action plan of individual and group activities needed to achieve the objectives 5.2 Clarify action plan if necessary 5.3 Identify who to ask for help if needed 5.4 Carry out the individual and group activities as agreed 5.5 Motivate the team to achieve its objectives 5.6 Provide feedback in an appropriate and constructive manner 5.7 Receive and respond to constructive feedback
6. Be able to reflect on own performance and that of the team	6.1 Reflect on their own performance and the performance of the team 6.2 Suggest ways of improving own team working skills

**Additional information**

Unit aim (s)

The aim of this unit is to help the learner understand the roles people may take within teams and be able to work with others towards achieving shared objectives.

<b>Title:</b>	<b>H/600/7794 Developing self for learning and work</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to improve own performance through learning	1.1 Identify formal learning opportunities 1.2 Identify informal learning opportunities 1.3 Describe how they learn effectively 1.4 Identify how to maximise own learning opportunities
2. Understand which personal attributes (qualities and attitudes) are needed for success in learning and work	2.1 Describe positive qualities and attitudes needed for learning and work 2.2 Outline own personal strengths and weaknesses 2.3 Explain why it is important to continuously develop own strengths and improve on weaknesses
3. Understand the importance of transferable skills for success in learning and work	3.1 Differentiate between vocational skills and transferable skills 3.2 Explain the importance of transferable skills 3.3 Outline own current transferable skills
4. Be able to action plan for self-development	4.1 Identify areas for development in their: a.) Vocational skills b.) Transferable skills c.) Personal attributes 4.2 Identify realistic short term targets and long term goals for each area 4.3 Prepare an action plan or contract to meet short term targets 4.4 Identify arrangements for reviewing progress
<b>Additional information about this unit</b>	
<b>Unit aim (s)</b>	The aim of this unit is to help the learner plan for progression by being able to recognise and build on personal strengths.

<b>Title:</b>	<b>J/506/1806 Principles of equality and diversity in the workplace</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the implications of equality legislation	1.1 Define the concept 'equality and diversity' 1.2 Describe the legal requirements for equality of opportunity 1.3 Describe the role and powers of organisations responsible for equality 1.4 Explain the benefits of equal opportunities and diversity 1.5 Explain the potential consequences for an organisation of failing to comply with equality legislation
2. Understand organisational standards and expectations for equality and diversity and context in the workplace	2.1 Explain how organisational policies on equality and diversity translate into day to day activity in the workplace 2.2 Describe their own responsibilities for equality and diversity in the workplace 2.3 Describe behaviours that support equality, diversity and inclusion in the workplace
<b>Additional information</b>	
<b>Unit aim (s)</b>	This unit aims to develop knowledge and understanding regarding equality and diversity, and will introduce learners to the key principles underpinning equality and diversity in the workplace. Upon completion of this unit, learners will understand the implications of equality legislation and will understand organisational standards and expectations for equality and diversity in the workplace.



<b>Title:</b>	<b>J/600/0840 Understanding Employment Rights and Responsibilities</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Know their employment rights and responsibilities under the law	1.1 Describe their rights and responsibilities in terms of: <ul style="list-style-type: none"> <li>• contracts of employment</li> <li>• anti-discrimination legislation</li> <li>• working hours and holiday entitlements</li> <li>• sickness absence and sick pay</li> <li>• data protection</li> <li>• health and safety</li> </ul> 1.2 Outline the rights and responsibilities of the employer 1.3 Describe the health and safety legal requirements relevant to their organisation 1.4 Outline the implications of health and safety legal requirements for their own job role
2. Understand documents relevant to their employment	2.1 Explain the main terms and conditions of a contract of employment 2.2 Outline the contents and purpose of a job description 2.3 Describe the types of information held on personnel records 2.4 Describe how to update information held on personnel records 2.5 Interpret the information shown on a pay slip or other statement of earnings
3. Know key employment procedures at work	3.1 Describe the procedures to follow if someone needs to take time off 3.2 Describe the procedures to follow if there is a grievance 3.3 Describe the procedures to follow if there is evidence of discrimination or bullying 3.4 Identify sources of information and advice on employment issues: <ul style="list-style-type: none"> <li>• internal to their organisation</li> <li>• external to their organisation</li> </ul>
<b>Additional information</b>	

Unit aim (s)	<p>This unit covers the knowledge and understanding that employees require concerning:</p> <ul style="list-style-type: none"><li>• employment law and industry specific legislation that apply to their jobs</li><li>• key documents relating to their employment</li><li>• employment procedures they should follow at work</li></ul>
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<b>Title:</b>	<b>R/618/3739 Building working relationships with customers</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how a customer's or client's interactions with employees influence their opinion of an organisation as a whole	1.1 Explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation 1.2 Explain why keeping customers satisfied is important to organisations
2. Understand why organisations normally have protocols for dealing with customers	2.1 Describe the key areas likely to be contained in a customer service protocol 2.2 Explain why it is important for employees to follow customer service protocols
3. Be able to interact positively with customers in line with given protocols	3.1 Follow protocols to provide answers to commonly occurring customer query requests 3.2 Communicate appropriately with customers 3.3 Explain the procedures within an organisation for dealing with customer problems and complaints 3.4 Describe when it would be necessary to involve colleagues in assisting the customer
<b>Additional information</b>	
<b>Unit aim (s)</b>	In this unit the learner will be introduced to the concept of customer service standards and the way in which organisations ensure their delivery through the use of protocols.

