



Inspiring
Confidence in
Employability

ESB Entry Level Award in Inspiring Confidence in Employability

(Entry 2)



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Table of Contents

Introduction	5
Entry Two: Inspiring Confidence in Employability Target Groups	6
Qualification Aims	7
Glossary	8
Qualification Progression	9
Qualification Structure.....	10
Example Qualification Pathway.....	11
Core Curriculum.....	12
Assessment Explained.....	12
Learners' Evidence.....	13
Grading Criteria for Mandatory Unit.....	14
Mandatory Section	15
Introducing Oral Skills for Interview	16
Indicative Content	17
Employment Section	19
Employment Skills	20
Enterprise Section.....	23
Enterprise – Planning a Cake Business	24
Enterprise – Sweet Bags.....	24
Plan an Enterprise	26
Employability Skills Section	29
Knowing Goals.....	30
Preparing a CV.....	31
Problem Solving at Work	32
Working with Others	33
Using the Telephone	34
Health and Safety in the Workplace	35
Using Number at Work	36
Choosing a Job.....	37
Using Money at Work	38

Customer Service.....	39
Workplace Signs and Symbols	40
Writing Workplace Notes and Messages.....	41
Preparing Yourself for Employability Section	43
Being Healthy – Eating Well	44
Being Healthy – Keeping Fit.....	45
Personal Health and Hygiene	46
Planning a Journey to the Workplace	47
Preparing for the Workplace	48
Plan a Journey	49
Communicating with ICT	50
Word Processing.....	51

Introduction

ESB promotes and assesses spoken English in a wide range of educational centres: primary and secondary schools, further and higher education establishments, universities, prisons, adult learning centres and in the training sectors of industry and business.

ESB offers a full range of progressive qualifications, recognised and mapped to the relevant common curriculum requirements.

ESB is a charitable organisation which was founded in 1953 to pioneer the practice and assessment of oral communication and to recognise its fundamental importance to education.

ESB has grown into an international organisation assessing extensively in the UK, Europe, the Far East and West Indies.



Entry Two: Inspiring Confidence in Employability Target Groups

Target Group

ESB Entry Level Awards in Inspiring Confidence in Employability are appropriate for a wide range of learners including:

- Mature learners wishing to return to work
- Young people studying either at school, college or other educational establishment
- 16 + progression to employment
- Learners with support and/or sensory needs, usually training within specialist units or departments, possibly moving on to mainstream vocational courses
- Learners in a mixed or family learning or community group
- Students in long-term specialist centres
- Learners with mild, severe or complex learning difficulties or behavioural difficulties
- Learners in mainstream or specialist schools or colleges who are working at Entry Level in most areas of the curriculum
- If a learner requires support e.g. Signing, Makaton, Assistive Technology – Minicom, Typetalk, Liberator, Touchtalk, Light Talker, Zoomtext, Jaws, Lunar etc. are acceptable for this syllabus

Qualification Aims

Inspiring Confidence in Employability (ICE) aims to improve learners' essential and vocational skills and competencies as well as addressing the government's educational objectives. ICE has been endorsed by lead employers such as Costa Coffee, Asda, Morrison's and Birmingham Children's Hospital. It will inspire learners who are seeking to change their lives through learning, guiding them to positive choices informed by the labour market leading to higher aspirations and encouraging social mobility.

It recognises the diverse needs of individuals including physical, specific disabilities, disengaged or disadvantaged learners. These learners deserve rigorous, relevant and recognised qualifications. This qualification will allow a learner to record their achievement and prepares them for life and work whilst removing the bureaucracy.

The qualification is at Entry Two and the units within it have depth, breadth and purpose. The Award encourages flexibility, allowing individuals to make informed choices and develop a bespoke qualification specific to their employment needs and competencies. The size of the qualification motivates the learners to achieve and progress, thus breaking down barriers whilst improving the learner's essential skills for work and independence.

QUALIFICATION: ESB ENTRY LEVEL AWARD IN INSPIRING CONFIDENCE IN EMPLOYABILITY (ENTRY 2)	
<i>Assessment method</i>	<i>External and Internal Assessment</i>
<i>Grading</i>	<i>Pass / Unsuccessful</i>
<i>Accreditation start date</i>	<i>01/09/16</i>
<i>Guided learning hours (GLH)</i>	<i>110</i>
<i>Total qualification time (TQT)</i>	<i>130</i>
<i>Qualification number</i>	<i>603/0400/5</i>
<i>Age range</i>	<i>16 +</i>
<i>Target Group</i>	<ul style="list-style-type: none"> • <i>Mature learners wishing to return to work</i> • <i>Young people studying either at school, college or other 16+ progression to employment</i>

Glossary

Glossary	
Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes. There are 9 levels of achievement within the Regulated Qualifications Framework (RQF).
Guided learning hours (GLH)	GLH is an estimate of the time allocated to teach, instruct, assess and support learners throughout a unit. Learner-initiated private study, preparation and marking of formative assessment is not taken into account.
Total qualification time (TQT)	<p>Total Qualification Time is comprised of the following two elements:</p> <ul style="list-style-type: none"> (a) The number of hours which an awarding organisation has assigned to qualification for Guided Learning, and (b) 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, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor, or other appropriate provider of education or training.
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place.
Indicative content	Provides guidance and advice on the key words.

Qualification Progression

ESB Entry 1

- Employability, Independence and Confidence Study Programme - ESB

ESB Entry 2

- Community Living - ESB
- Getting Ready for Work - ESB
- Developing Journey Planning - ESB

Entry 3

- Communication in the workplace - ESB
- Communication with others in the workplace - ESB
- Leading to work - ESB

Qualification Structure

Mandatory Section			
Introducing Oral Skills for Interview			
Employment Section	Enterprise Section	Employability Skills Section	Preparing Yourself for Employability
<i>One unit from either of these sections</i>		<i>Any three units from these sections</i>	
Employment Skills	Enterprise - Planning a Cake Business Enterprise - Sweet Bags Plan an Enterprise	Knowing Goals Preparing a CV Problem Solving at Work Working with Others Using the Telephone Health and Safety in the Workplace Using Number at Work Choosing a Job Using Money at Work Customer Service Workplace Signs and Symbols Writing Workplace Notes and Messages	Being Healthy - Eating Well Being Healthy - Keeping Fit Personal Health and Hygiene Planning a Journey to the Workplace Preparing for the Workplace Plan a Journey Communicating with ICT Word Processing

The qualification suite is designed to support the development of the personal, social and practical skills of adults or young learners who have no formal qualifications and who wish to progress into employment. The units allow learners to progress over time and to build a bespoke learning programme. The learner must take the **Mandatory Section – Introducing Oral Skills for Interview**, **one** unit from either the Employment section or Enterprise section and any **three** units from the Employability Skills section and Prepare Yourself for Employability section. The learner must complete **five** units in total.

Example Qualification Pathway

Mandatory Section	
Unit Title: Introducing Oral Skills for Interview	Assessment Method: External



Employment Section	
Unit Title: Employment Skills	Assessment Method: Internal

*One unit from **either** the Employment or Enterprise sections*



Enterprise Section	
Unit Title: Planning a Cake Business	Assessment Method: Internal



Employability Skills Section	
Unit Title: Problem Solving at Work	Assessment Method: Internal
Unit Title: Using the Telephone	Assessment Method: Internal

*Any **three** units from the Employability Skills and Preparing Yourself for Employability sections*



Preparing Yourself for Employability Section	
Unit Title: Preparing for the Workplace	Assessment Method: Internal



Total Completed: 5 Units

Core Curriculum

With the increasing demand for good levels of Literacy, Language, Numeracy and ICT skills in all types of employment, these skills are embedded into the qualification.

The other units have been cross-referenced to the core curriculum at Entry 2.

Assessment Explained

The qualification is assessed by a mixture of external and internal assessment. The assessment is based on the learner meeting the learning outcomes and assessment criteria.

External assessment (requirements will be shown in the unit)

English Speaking Board will **externally** assess the mandatory unit.

Remaining units will be sampled by English Speaking Board team of verifiers.

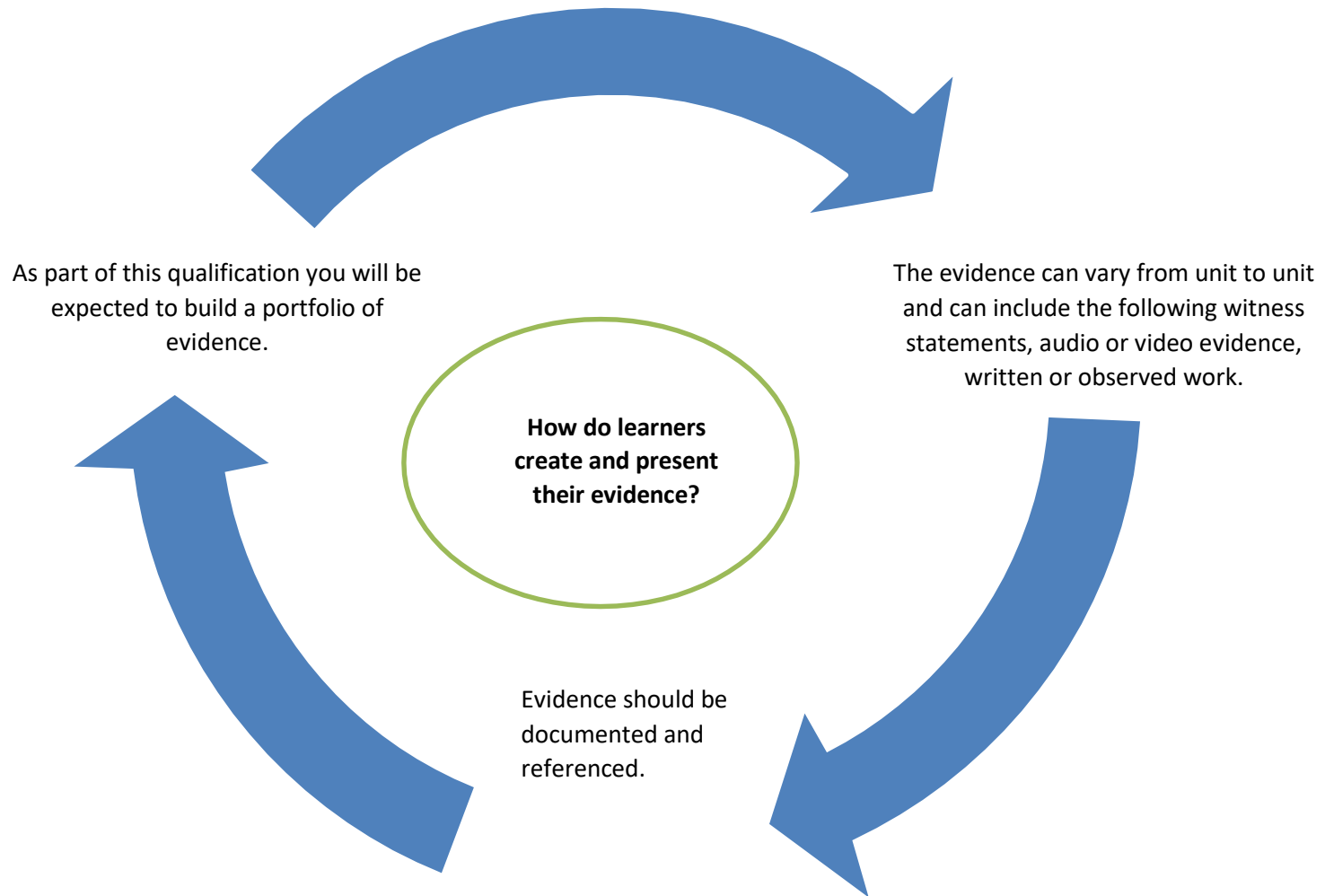
Internal assessment (requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes and assessment criteria. Work will be set to improve practical skills, knowledge and understanding. For practical units, observations will be undertaken by a centre **assessor**.

All work must be collected in a **portfolio of evidence** and referenced to assessment criteria.

The centre will have an internal quality assurer whose role is to check the centre's assessment decisions. An English Speaking Board External Verifier will visit the centre to sample and quality assure internal processes.

Learners' Evidence



Grading Criteria for Mandatory Unit Introducing Oral Skills for Interview

'Pass' indicates the standard at which criteria have been met for the qualification. Attainment is based on evidence of the increasing degree of independence, skill and control in: selecting, shaping and presenting information, strategy and ideas; handling equipment and visual aids; monitoring and evaluating response; fluency, confidence, technique, language skills and sensitivity in sharing communication and supporting others.

At assessment, learners are awarded a level of pass for each section. The overall award level is the aggregate for the four sections. The presentation in Section 1 carries double weighting unless stated otherwise (i.e. 40% of the total award). Each of the other sections carries equal weighting i.e. each is equivalent to 15% of the total award. The individual learner report gives the level of attainment as a grade for each task and the aggregate (overall) level. The aggregate level is the one recorded on the certificate.

Percentage marks are not given on reports or certificates.

The Pass mark is 80%, no pass is possible if the learner is unsuccessful in Section 1 or any two other sections.

Mandatory Section

ESB External Assessment

External Assessment

English Speaking Board will **externally** assess the mandatory unit.

Introducing Oral Skills for Interview

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to tell us about any work experience that has taken place	1.1 Say who they are and what they are going to talk about 1.2 Speak clearly 1.3 Bring their talk to a good ending 1.4 Answer focused questions from the interviewer 1.5 Use a visual aid effectively
2. Be able to make a telephone call about an interview	2.1 Listen carefully 2.2 Say who they are 2.3 Speak as clearly as possible 2.4 Say where they are from 2.5 Ask two questions about the arrangements 2.6 Check the answer 2.7 Be polite 2.8 Say "Goodbye"
3. Be able to answer interview questions appropriately	3.1 Enter the room and say "Hello" to the interviewer 3.2 Answer some simple questions (ask for the questions to be repeated if necessary) 3.3 Try to make some eye contact 3.4 Show their interest in the job 3.5 Say "Goodbye" at the end of the interview
4. Be able to show support as a listener	4.1 Answer simple questions from other members of the group 4.2 Listen to others 4.3 Ask simple questions appropriately

Indicative Content

1. Be able to tell us about any work experience that has taken place

Short presentation, including introduction and use of poster and/or visual aids. Poster/visual aids should be referred to in the talk (this could be a part of a uniform, a kitchen implement, a tool etc.).

Tell the group about work experiences, such as stacking shelves in a supermarket, working in a horticultural setting, i.e. a park, garden centre or greenhouses, helping in a day centre for the elderly, helping in a children's nursery, working in a college/school library, office or in maintenance. Answer simple, focused questions on the presentation.

Time - Approximately 2 minutes

2. Be able to make a telephone call about an interview

The assessor will set the call; the tutor will receive the call.

Telephone a place of work/college or training to ask at least two questions regarding time of interview, travel to an interview, special arrangements needed by the learner, accessibility, public transport.

Time - Approximately 2 minutes

3. Be able to answer interview questions appropriately

Interview should be based on subject of the presentation with a few, short, simple questions from assessor. Assistance can be given to support the achievements of learning outcomes or criteria (from tutor, parent or other).

The learners will be questioned about their work/job experiences, their interests, strengths/weaknesses or the course for which they have applied.

Time - Approximately 2 minutes

4. Be able to show support as a listener

The learner will respond to simple questions from the group and ask simple questions. This can take place at any time during the assessment.

Learners will be expected to listen carefully to presentations from other members of the group to ask questions and enter into discussion

Time - Approximately 2 minutes

Overall Timing - 9 – 10 minutes

Employment Section

Internal Assessment

Internal assessment

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes and assessment criteria. Work will be set to improve practical skills, knowledge and understanding. For practical units, observations will be undertaken by a centre **assessor**.

All work must be collected in a **portfolio of evidence** and referenced to assessment criteria.

The centre will have an internal quality assurer whose role is to check the centre's assessment decisions. An English Speaking Board External Verifier will visit the centre to sample and quality assure processes.

Employment Skills

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to present a professional image in the workplace	1.1 Wear appropriate clothing for the job 1.2 Describe the appropriate clothing
2. Be able to communicate with colleagues in the workplace	2.1 Listen to the day's instructions 2.2 Ask for help or ask a question if required 2.3 Communicate politely with other team members 2.4 Describe a work-related task
3. Be able to observe Health and Safety in the workplace	3.1 Follow Health and Safety rules 3.2 Show awareness of any possible hazards 3.3 State two hazards
4. Be able to follow a work schedule	4.1 Carry out at least two work related tasks 4.2 Describe at least two stages in a work related schedule
5. Select and maintain equipment for work	5.1 Select the appropriate equipment for the task 5.2 Use the appropriate equipment for the task

Indicative Content

The learning outcomes and assessment criteria can be related to a number of roles, for example:

- Food Preparation - Preparing Vegetables or Fruit
- Food Service – Serving Food and Drink
- Housekeeping – Working as a Cleaner
- Housekeeping – Working as a Domestic Housekeeper – Making a Bed
- Handling Stock
- Working in a Children’s Nursery
- Working in a Garden
- Working in a Hairdressing Salon
- Working in a Laundry
- Working in an Office
- Working in a Beauty Salon
- Working in a Leisure Club
- Working in a Library
- Working in Maintenance

1. Be able to present a professional image in the workplace

Learners should be able to understand the importance of wearing the right clothing for the job. Evidence for this learning outcome could include:

- Annotated photograph of appropriate workplace uniform
- List appropriate workplace clothes
- Matching exercise for clothing and jobs

2. Be able to communicate with colleagues in the workplace

Learners should be able to speak and listen to others in their work related role. Learners should be able to give examples for their own job. Evidence for this learning outcome could include a witness statement or a record of questioning in which the assessor confirms the learner has appropriately communicated a message in the workplace.

3. Be able to observe Health and Safety in the workplace

Classroom activities and evidence could include:

A poster, leaflet or checklist recording the Health and Safety rules for the workplace.

4. Be able to follow a work schedule

An activity log or diary listing the day's activities and stages of preparing and carrying out the tasks.

5. Select and maintain equipment for work

Learners could compile a checklist of equipment needed for work-related tasks. A witness statement could provide evidence that the learner has looked after the equipment safely and appropriately.

Enterprise Section

Internal assessment

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes and assessment criteria. Work will be set to improve practical skills, knowledge and understanding. For practical units, observations will be undertaken by a centre **assessor**.

All work must be collected in a **portfolio of evidence** and referenced to assessment criteria.

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Enterprise – Planning a Cake Business

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to set up a group to plan a cake business	1.1 Discuss skills needed for running the business
2. Be able to take part in a group enterprise	2.1 Select a name for the business 2.2 Select a venue to sell the product 2.3 Discuss appropriate dress when selling their product
3. Be able to follow Health and Safety rules in the workplace	3.1 Identify correct food hygiene rules 3.2 Identify hazards in the kitchen 3.3 Discuss personal hygiene 3.4 Identify reasons for keeping the kitchen clean
4. Be able to identify customer service skills for the business	4.1 Greet customers 4.2 Conduct a simple sales transaction 4.3 Close the transaction appropriately

Indicative Content

1. Be able to set up a group to plan a cake business

Within the group, learners would be expected to be involved in the planning of the enterprise, discussing and making decisions regarding products, venues, business names, equipment required, health and safety needs and policies, prices of products and appropriate dress for the various roles.

2. Be able to take part in a group enterprise

Learners would be expected to work and communicate within a group situation, showing awareness of other team members and customers, their ability to work and sustain their own role and to recognise the importance of each role within the group.

3. Be able to follow Health and Safety rules in the workplace

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk and to be aware of any hazards in the kitchen and to follow basic food hygiene and personal hygiene rules.

4. Be able to identify customer service skills

Learners should be able to greet customers and understand the importance of making them feel welcome. Evidence could include a role play, discussion or annotated photograph.

Enterprise – Sweet Bags

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to communicate with customers and other team members in the workplace	1.1 Listen to the day's instructions 1.2 Communicate with the team 1.3 Serve the customer politely 1.4 Sell the sweet bags
2. Be able to follow Health and Safety rules in the workplace	2.1 Select a name for the business 2.2 Select a venue to sell the product 2.3 Discuss appropriate dress when selling their product
3. Be able to identify customer service skills for the business	3.1 Greet customers 3.2 Conduct a simple sales transaction 3.3 Close the transaction appropriately
4. Be able to carry out tasks when preparing the sweet bags	4.1 Select the sweets 4.2 Count each type of sweet 4.3 Bag the sweets 4.4 Weigh the sweets 4.5 Label the sweets 4.6 Stack the sweets
5. Be able to handle money with the customer	5.1 Collect the money 5.2 Give correct change

Indicative Content

1. Communicate with the customers

Learners would be expected to work and communicate politely within a group situation, showing awareness of other team members and customers. They should be able to work and sustain their own role and to recognise the importance of each role within the group. Evidence could include a signed witness statement.

2. Be able to follow Health and Safety rules in the workplace

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put themselves or other people at risk and to be aware of any hazards in the kitchen and to follow basic food hygiene and personal hygiene rules. Evidence could include an annotated photograph or a signed witness statement.

3. Be able to identify customer service skills

Learners should be able to greet customers and understand the importance of making them feel welcome. Evidence could include a role play, discussion or annotated photograph.

4. Be able to carry out tasks when preparing the sweet bags

Following a work schedule is very important when carrying out tasks for an enterprise business. Duties will include preparing the sweet bags by selecting, counting, weighing and labelling. Evidence could include a signed witness statement.

5. Be able to handle money

The learners will be able to ask the customer for the amount due for their purchase, to calculate the change and give the right amount of change to the customer.

Plan an Enterprise

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to set up a group to plan an enterprise	1.1 Select a business name 1.2 Indicate roles in the business 1.3 Identify the customer group
2. Be able to take part in a group enterprise	2.1 Choose a product to sell 2.2 Choose a suitable venue to sell their product 2.3 Identify requirements for setting up an enterprise 2.4 Identify the resources/equipment 2.5 Discuss a price 2.6 Discuss appropriate dress when selling their product
3. Evaluate their own role within the enterprise	3.1 List the task they enjoyed 3.2 List the difficult tasks
4. Communicate ideas at a meeting to plan an enterprise	4.1 Listen to the ideas of others 4.2 Contribute appropriately 4.3 Suggest an idea for the enterprise

Indicative Content

1. Be able to set up a group to plan an enterprise

Within the group, learners are expected to be involved in the planning of the enterprise, discussing and making decisions regarding products, venues, business names, equipment required, health and safety needs and policies, prices of products and appropriate dress for various roles. Evidence could include a signed witness statement or an annotated photograph.

2. Be able to take part in a group enterprise

Learners would be expected to work and communicate within a group situation, showing awareness of other team members and customers, their ability to work and sustain their own role and to recognise the importance of each role within the group. Evidence could include a signed witness statement or an annotated photograph.

3. Evaluate their own role within the enterprise

Learners should be able to recognise how their own role has benefited the whole enterprise, relating the tasks they have enjoyed and those which were difficult and where improvements could be made in the future running of the project. Evidence could include a signed witness statement or an annotated photograph.

4. Communicate ideas at a meeting to plan an enterprise

Learners should be able to follow the main points of a discussion and make a contribution to the discussion. Evidence could include a signed witness statement or an annotated photograph.

Employability Skills

Internal Assessment

Internal assessment

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes and assessment criteria. Work will be set to improve practical skills, knowledge and understanding. For practical units, observations will be undertaken by a centre **assessor**.

All work must be collected in a **portfolio of evidence** and referenced to assessment criteria.

The centre will have an internal quality assurer whose role is to check the centre's assessment decisions. An English Speaking Board External Verifier will visit the centre to sample and quality assure internal processes.

Knowing Goals

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise strengths	1.1 List three things they are good at 1.2 Explain three things they would like to improve 1.3 Discuss their strengths and weaknesses with tutor/mentor
2. Be able to recognise goals	2.1 Choose a short-term goal 2.2 Choose a long-term goal 2.3 Discuss their goals with tutor/mentor
3. Be able to state how to achieve goals	3.1 State how they will achieve their short-term learning goal 3.2 State how they will achieve their long-term goal 3.3 Discuss how they will achieve their long-term goals with tutor/mentor

Indicative Content

1. Be able to recognise their strengths

The learner will need to identify their own employment skills, such as specific job tasks, punctuality, good communication skills and working in a team. These may also include personal skills such as being hardworking and well-motivated, as well as any experience they may have gathered during school /college activities.

2. Be able to recognise their goals

The learner should be able to recognise achievable and realistic short term goals related to the job role and be able to identify a potential long term goal.

3. Be able to state how they will achieve their goals

The learners, probably with the help of a tutor, mentor or work colleague, will be guided or recognise how they will achieve their own personal goals. Evidence may include oral/written questions, projects, diaries, or other form of evidence.

Preparing a CV

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare a CV	1.1 Gather information required for a CV including their strengths and previous work experience 1.2 Collate and present certificates in preparation for interview
2. Be able to produce a CV	2.1 Produce a CV using a template 2.2 Identify one source of reference

Indicative Content

1. Be able to prepare a CV

When preparing a CV, the learner should be able to show knowledge and be able to prepare and write about their personal strengths together with any workplace experiences. Evidence could include a draft CV using a template.

2. Be able to produce a CV

The learner should be able to apply simple formatting in the production of the CV. Evidence could include a draft CV using a template.

Problem Solving at Work

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify a problem in the workplace	1.1 Identify a problem in their workplace
2. Be able to understand problem-solving techniques	2.1 Identify who they would speak to about the problem 2.2 Ask for advice and help 2.3 Use a technique to solve a problem 2.4 Report a problem to appropriate staff member

Indicative Content

1. Be able to identify a problem in the workplace

Many types of problems could occur in the workplace and learners would be expected to recognise and identify them. These could include: stock replacement, broken tools or equipment, sickness or accidents to self or others, bullying, difficulties with customers or other colleagues or simply needing help or advice to carry out their work. Evidence could include a witness statement of a real problem or a role play.

2. Be able to understand problem-solving techniques

Learners must be aware who they would speak to or contact if any problems should occur or if they need advice or help to overcome or solve the problem. Evidence could include a flow chart of staff, witness statement or role play.

Working with Others

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to talk within a team in the workplace	1.1 Greet the team 1.2 Communicate with the team 1.3 Make a simple contribution to a team discussion
2. Be able to respond and ask questions of the team	2.1 Respond to questions from the team 2.2 Ask simple questions to the team 2.3 Answer a simple question from a team member

Indicative Content

1. Be able to work within a team in the workplace

Learners should always listen, pay attention and communicate in a business-like manner. Evidence could include a witness statement from a situation where the learner asks for help or a record of a role play.

2. Be able to respond and ask questions of the team

Learners must be able to respond to questions from colleagues, mentors and employers, speaking politely and be able to open and close a conversation. Evidence could include a witness statement for a situation where the learner asks for help or a record of role play.

Using the Telephone

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to answer a telephone call	1.1 Speak as clearly as possible 1.2 Speak politely 1.3 Give own name and ask name of caller
2. Be able to listen and respond to questions	2.1 Listen carefully 2.2 Respond to questions 2.3 Check the answers 2.4 Direct the call to the appropriate person 2.5 Greet and end call courteously

Indicative Content

1. Be able to answer/make a telephone call

The learner will be expected to answer/make a telephone call and speak clearly throughout. Evidence could include a signed witness statement by the assessor of a real or role play call.

Health and Safety in the Workplace

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to follow Health and Safety procedures in the workplace	1.1 Identify the emergency services which may be needed 1.2 State how they would contact the required service 1.3 Follow the workplace emergency procedures 1.4 Identify the emergency service required for one named incident
2. Be able to understand and report a potential hazard in the workplace	2.1 Recognise a potential hazard in the workplace 2.2 Identify the workplace Health and Safety Officer

Indicative Content

1. Be able to follow Health and Safety procedures in the workplace

Learners should be able to take reasonable care not to put other people at risk and be able to identify, if an emergency occurs, the emergency service required and to follow emergency procedures i.e. knowledge of the safe haven, use of the stairs not lifts, moving at a sensible pace and not running etc. Evidence could include a signed witness statement or annotated photographs.

2. Be able to understand and report a potential hazard in the workplace

Learners should be able to recognise any potential hazards or emergencies in the workplace i.e. breakages, loose cables, water spills etc. Learners must be aware of the responsible person for Health and Safety and be able to report to them clearly and calmly. Evidence could include worksheets with matching activities or annotated photographs.

Using Number at Work

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify cost and size	1.1 State the cost of clothing for work 1.2 State the sizes they will need
2. Be able to budget their spending	2.1 State their spending in the workplace 2.2 State their spending on travel and meals
3. Be able to identify time	3.1 Identify the time to leave home for work 3.2 State the travelling time to work 3.3 Identify the arrival time at work
4. Be able to identify the length and days of the working week	4.1 State the hours of work

Indicative Content

1. Be able to identify cost and size

The learners will investigate the cost and sizes of personal clothing and shoes for work. Evidence could include an information collage or checklist.

2. Be able to budget their spending

Working within a budget, the learner will recognise the need to work out spending on clothing for the workplace, the cost of travel, the day-to-day costs in the workplace for drinks, snacks and meals. Evidence could include an information collage or checklist.

3. Be able to identify time

Learners must show knowledge of and recognise the importance of timekeeping. They must be aware of the time to leave home, the duration of the journey and the time to arrive at the workplace. Evidence could include an information collage or checklist.

4. Be able to identify the length and days of a working week

The learner can identify the working days of the week, which days they will work and the length of the working day. Evidence could include a chart or diary record.

Choosing a Job

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to indicate a range of jobs they see others doing	1.1 Make a list of jobs their family or friends are doing 1.2 Make a list of jobs they see in the community 1.3 Select one job and list the tasks within it
2. Be able to indicate a list of indoor and outdoor employment choices	2.1 Prepare a list of indoor jobs 2.2 Prepare a list of outdoor jobs 2.3 Categorise a group of jobs
3. Be able to talk about a job they have selected	3.1 Select one indoor job they would like to do 3.2 Tell us some of the tasks they may have to do 3.3 Select one outdoor job they would like to do 3.4 Tell us some of the tasks they may have to do

Indicative Content

1. Be able to indicate a range of jobs they see others doing

Learners should be able to recognise and indicate the work completed by members of the learner's family, carers, friends or fellow students – nurses, teachers, support workers, office workers, shop assistants, hairdressers and gardeners. Evidence could include a list, a photo collage or record of group discussion.

2. Be able to indicate a list of indoor and outdoor jobs

Learners compile a list of jobs they would consider, giving reasons for their choice in either indoor or outdoor employment. These could be in a number of indoor work areas including offices, shops, hospitals, supermarkets or if they prefer working outdoors they may include garden centres, parks, car wash, outdoor maintenance etc. Evidence could include a list, a photo collage or record of group discussion.

3. Be able to talk about a job they have selected

Describe the job selected, stating the tasks involved in carrying out the job, for example, working in a busy supermarket could include meeting and assisting the customers, replenishing stock, stock rotation. Evidence could include a list, a photo collage or record of group discussion.

Using Money at Work

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to understand coin and note values	1.1 Identify coin and note values 1.2 Sort coins and notes into different value groups
2. Be able to use money with the customer	2.1 Ask the customer for the right amount 2.2 Check the money given by the customer 2.3 Provide the right change
3. Be able to look after the money	3.1 Contribute to counting takings 3.2 Identify a safe place to store takings

Indicative Content

1. Be able to understand coin and note values

The learner should have a good working knowledge of coin and note values, including: 1p, 2p, 5p, 10p, 20p, 50p and £1, £5, £10 and £20. They should also be able to place coins and notes into the different value groups. Evidence could include money worksheets or a recording of online money game activities.

2. Be able to use money with the customer

The learners will be able to ask the customer politely for the amount due for their purchase, to calculate the change and give the right amount of change to the customer. Evidence could include money worksheets or a recording of online money game activities.

3. Be able to look after money

The learner could be expected to assist in the counting of money, sorting into values and show awareness of the safe place where money is stored. Evidence could include a record of real or simulated transactions, or a recording of online money game activities.

Customer Service

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Follow their organisation's rules to deliver effective customer service	1.1 Greet the customer 1.2 Listen to customer requests 1.3 Be friendly and polite to customer whilst dealing with their request 1.4 Provide customer service 1.5 Ask for help if required 1.6 Deal with a simple customer enquiry
2. Understand the customer service structure in an organisation	2.1 State the roles of co-workers 2.2 Describe the line management route

Indicative Content

1. Learners should be able to greet the customer

Evidence could include an observation sheet of a real or role play experience showing the learner has been observed greeting customers.

2. Be able to listen to customer requests

Evidence could include an observation sheet of a real or role play experience showing the learner has been observed listening to and responding politely to a customer request.

3. Be able to be friendly and polite to the customer whilst dealing with their request

Evidence could include a witness statement / record of an instance when the learner has dealt with a customer request by asking relevant questions.

4. Be able to provide customer service

Evidence could include an observation sheet of a real or role play experience showing the learner has been observed providing a positive customer service experience to include eye contact, correct tone of speech, taking and passing messages or answering a telephone call.

5. Be able to ask for help if required

Evidence could include an observation sheet of a real or role play experience showing the learner has been observed politely asking for help of the appropriate person in the workplace.

Workplace Signs and Symbols

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify simple social words or signs	1.1 Understand some simple social sight words, signs or symbols 1.2 Match common signs and words 1.3 Read social sight words necessary in the workplace
2. Be able to identify simple words or work-based signs	2.1 Understand some simple words, work-based signs or symbols
3. Be able to identify some simple linking words	3.1 Understand simple linking words

Indicative Content

1. Be able to identify simple social words or signs

The learner should be able to recognise some simple social sight words, signs or symbols for example: toilet, open, exit, entrance, school, shop. Evidence could include matching exercises or annotated photographs.

2. Be able to identify simple work-based words or signs

The learner should be able to recognise some simple work-based words, signs or symbols, for example: shop, cash desk, customer service, hazard. Evidence could include matching exercises, word searches and checklists.

3. Be able to identify some simple linking words

The learner should be able to recognise some simple linking words for example: in, and, for, where, when, for, to, but. Evidence could include a witness statement.

Writing Workplace Notes and Messages

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to write and identify simple work-based words	1.1 Write simple work-based words 1.2 Write simple work-based sentences
2. Be able to write a simple note/message	2.1 Write a simple note 2.2 Write a simple message

Indicative Content

1. Be able to write and identify simple work-based words

Learners should be able to write simple work-based words and sentences. Evidence could include examples of work-related notes.

2. Be able to write a simple note

Learners should be able to write simple notes e.g. passing on information to a co-worker or a simple phone message. Evidence could include examples of work-related notes.

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Preparing Yourself for Employability Internal Assessment

Internal assessment

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes and assessment criteria. Work will be set to improve practical skills, knowledge and understanding. For practical units, observations will be undertaken by a centre **assessor**.

All work must be collected in a **portfolio of evidence** and referenced to assessment criteria.

The centre will have an internal quality assurer whose role is to check the centre's assessment decisions. An English Speaking Board External Verifier, will visit the centre to sample and quality assure internal processes.

Being Healthy – Eating Well

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select healthy choices	1.1 Name types of food on the Eat Well Plate 1.2 Give examples of Five-a-Day foods 1.3 Name a healthy convenience food 1.4 Name a healthy snack 1.5 Suggest the contents of a healthy lunchbox
2. Be able to identify unhealthy choices	2.1 Name types of food which are bad for our health 2.2 Name an unhealthy convenience food 2.3 Name an unhealthy snack
3. Be able to plan and select healthy eating choices for a day	3.1 Show or tell a healthy food/drink at breakfast, at lunch and at dinner
4. Be able to review their own diet	4.1 Say how often they eat unhealthy food 4.2 Say how often they eat healthy food 4.3 State a healthy lunch choice available at work placement

Indicative Content

1. Be able to select healthy choices

The learner should identify healthy food choices. Examples include grains, beans, soya, nuts, pulses, dairy products, fruit, vegetables, meat, and drinks. Evidence could include an annotated photo collage, chart, poster, or internet search evidence.

2. Be able to identify unhealthy choices

The learner should be able to identify unhealthy food choices. Examples include fried foods, fizzy drinks, foods high in saturated fats, takeaway food, sweets, processed foods, red meat and refined grain products. Evidence could include an annotated photo collage, chart, poster, or internet search evidence.

3. Be able to plan and select healthy eating choices for a day

The learner should be able to plan a healthy menu for a day.

Select foods with: less sugar, less fat (only good fats), more variety, more greens, vegetables, fruit and grains. Evidence could include an annotated photo collage, menus, magazine cuttings, chart, poster, or internet search evidence.

4. Be able to review their own diet

The learner should be able to look at their own diet and suggest improvements. Evidence could include an annotated photo collage, menus, magazine cuttings, chart, poster, or internet search evidence.

Being Healthy – Keeping Fit

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select different ways of keeping fit	1.1 Give reasons why keeping fit is good for health 1.2 List different sports
2. Be able to give details of why keeping fit is good for health and well being	2.1 List the benefits of keeping fit 2.2 Suggest a way of building a keep-fit activity into a daily routine
3. Be able to review their own fitness	3.1 State how often they exercise 3.2 State or show how they can improve their fitness
4. Be able to take part in either an existing or new fitness or sporting activity	4.1 Join in with a team or individual sport or fitness activity

Indicative Content

1. Be able to select different ways of keeping fit

The learner should be able to identify various types of exercise, and choose from them according to purpose, age and health. Evidence could include a witness statement, chart, or poster.

2. Be able to give details of why keeping fit is good for health and well-being

The learner should be able to suggest physical activities to promote health and well-being. Evidence could include witness statement, chart, or poster.

3. Be able to review their fitness

The learner should be able to describe current fitness routine, and set short and long term goals.

4. Be able to take part in either an existing or new fitness or sporting activity

The learner should demonstrate their involvement in a fitness programme. Evidence could include a witness statement of the student participating in a leisure activity.

Personal Health and Hygiene

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to understand the importance of personal hygiene	1.1 State the value of personal hygiene 1.2 List ways of maintaining personal hygiene
2. Be able to take an active role in their personal hygiene	2.1 Wash and dry hands correctly 2.2 Keep hair clean and tidy 2.3 Wear clean and suitable clothing/shoes for the task 2.4 Wear hat/hairnet/other as suitable for the task 2.5 Wear only suitable jewellery for the task 2.6 Suggest an improvement to workplace hygiene
3. Be able to understand healthy working practice	3.1 Tell mentor or tutor of any cuts, grazes or health conditions 3.2 Ask mentor or tutor to treat any cuts, grazes or health conditions

Indicative Content

1. Be able to understand the importance of personal hygiene

Learners should be able to recognise the need for clean hands, hair and body, for hair to be brushed and in a neat and tidy style, the use of deodorants and a general clean and tidy appearance. They should also ensure the cleanliness of clothing, shoes and whether hats/hairnets are required.

2. Be able to take an active role in their personal hygiene

Learners should be able to arrive at the workplace having undergone their own personal hygiene preparations at home, including washing, bathing, hair care and showers and know when hands, hair and face should be clean at the workplace.

3. Be able to understand healthy working practice

Learners should be aware of the person they should tell if they get any cuts or grazes, if sickness occurs or if they suffer from any health or skin conditions.

Planning a Journey to the Workplace

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about the options for travelling to and from a workplace	1.1 Indicate the location of the workplace 1.2 Identify types of transport to get to the workplace 1.3 State how long the journey will take 1.4 State if money is required for the journey 1.5 Identify the time needed to make the journey to the workplace
2. Be able to plan a safe route to the workplace	2.1 Plan a route to the workplace 2.2 Identify who to contact if help is required on the journey 2.3 Identify the steps they need to take to ensure personal safety

Indicative Content

1. Know about the options for travelling to and from the workplace

The learner should be able to list various modes of transport when planning the journey to the workplace whether this be college/school bus, local transport bus, train or taxi. Learners will be able to plan a route to the required destination, be aware of the type and cost if using public transport or taxi and know the approximate journey time to arrive promptly at the workplace. Learners should also recognise if the journey would be alone or with support. Evidence could include signed witness statements, annotated photographs, or tickets.

2. Be able to plan a safe route to the workplace

The learner should be able to give start and finish times in the workplace, distance and journey time, cost of travel and timetables for public transport. Evidence could include signed witness statements, annotated photographs, or tickets.

Preparing for the Workplace

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to provide workplace details	1.1 Give the name and telephone number of the workplace 1.2 State where the workplace is situated 1.3 State how they will travel to the workplace 1.4 Give the name of the person they will report to 1.5 Show or tell what to wear at work 1.6 Rehearse workplace greetings and introductions
2. Be able to identify time	2.1 Identify the time they will start work 2.2 Identify the time they will finish work

Indicative Content

1. Be able to provide workplace details

Learners should have a good working knowledge of their workplace, including the name of the business, where it is situated, and how to get there by their own means or public transport. Evidence could include a signed witness statement or tickets.

2. Be able to identify time

Punctuality is a necessity in the workplace. Learners should be aware of start and finish times as well as break or lunch breaks if required. Evidence could include a workplace diary or a signed witness statement.

Plan a Journey

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to travel safely	1.1 Explain how they would travel safely
2. Be able to identify a problem on the journey	2.1 Identify the person responsible for safety on their journey 2.2 Describe any problem they may encounter

Indicative Content

1. Be able to travel safely

When travelling by bus, learners should be able to sit safely, sensibly and securely using and fastening their seat belts, ensure they have money for public transport and keep their money in a secure place behaving appropriately and with consideration for others.

2. Be able to identify a problem on the transport

Learners should be aware of the person in charge of the transport and speak politely when reporting a problem of any kind, for example: broken seat belts, loss of money, sickness or injury, bullying or bad behaviour.

Communicating with ICT

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use ICT as a means of communication	1.1 Select an appropriate device to communicate 1.2 Use the selected device 1.3 Identify a business use of a mobile phone
2. Be able to access a range of devices to research information	2.1 Find information using ICT 2.2 Use an internet search engine to find workplace information

Indicative Content

1. Be able to use ICT as a means of communication

Learners should have knowledge of and be able to safely use a variety of ICT equipment, these may include: video camera, television, TV remote controls, digital camera, voice activated software and multimedia programmes.

2. Be able to access a range of devices to research and to communicate

Learners should have knowledge of and be able to safely use a variety of equipment: telephones, mobile phones, email, internet, communication aids/AACs/switches.

Word Processing

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use a computer to open a document	1.1 Open a new Word document 1.2 Save and close a document
2. Be able to format a document	2.1 Show knowledge of: <ul style="list-style-type: none">• Underlining• Bold• Italic• Changing fonts

Indicative Content

1. Be able to use a computer to open a document.

In using a computer, learners should have knowledge of and be able to switch on a computer, log on and off, enter a password if necessary and open and close a document/file.

2. Be able to format a document.

When formatting a document, learners should be able to demonstrate use of keyboard skills, underline, bold, italics, changing fonts and font sizes and how to save and name a document.

English Speaking Board (International) Ltd

9 Hattersley Court, Ormskirk
Lancashire L39 2AY
Tel: (+44) 01695 573439
Fax: (+44) 01695 228003
Web: www.esbuk.org
Email: admin@esbuk.org

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