Qualification specification

NCFE Level 1 Award in Job Search and Employment Potential
QN: 601/1280/3

NCFE Level 1 Certificate in Job Search and Employment Potential
QN: 601/1281/5

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Summary of changes

This section summarises the changes to this qualification specification since Issue 3 December 2017.

This qualification specification has been transferred into the NCFE qualification specification template, from the old REEDNCFE specification template. There has been no change to teaching content or delivery.

Issue	Publication Date	Summary of amendments
v4.0	August 2018	Rebranded specification, updated hyperlinks
v4.1	January 2020	p.14, information added regarding the wellbeing and safeguarding of learners added to Section 1.
v4.2	June 2022	Information regarding entry guidance added to Section 1. Information regarding support handbooks added to Section 1. Information added to section 3 to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
v4.3	March 2026	The qualification details in the introduction on page 7 for the *NCFE Level 1 Award in Job Search and Employment Potential* have been updated to reflect the correct QRN.

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 these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1 Award in Job Search and Employment Potential (601/1280/3) and the NCFE Level 1 Certificate in Job Search and Employment Potential (601/1281/5).

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 the NCFE website.

If you advertise these qualifications 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 Employment Potential or NCFE Level 1 Certificate in Job Search and Employment Potential.

Things you need to know

Qualification number (QN)	**601/1280/3**
Aim reference	60112803
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	40
Credit value	6
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Qualification number (QN)	**601/1281/5**
Aim reference	60112815
Total Qualification Time (TQT)	130
Guided Learning Hours (GLH)	91
Credit value	13
Level	1
Assessment requirements	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 these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/1280/3 and 601/1281/5.

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

These qualifications are suitable for use within a Study Programme.

Qualification purpose

The purpose of the NCFE Level 1 Award in Job Search Employment Potential and the NCFE Level 1 Certificate in Job Search and Employment Potential is to give learners the skills to support progression into work and maximise their employment potential. Learners will gain those skills by successfully completing the units required.

Qualification objectives

The objectives of these qualifications 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
- improve the learner's job search methods by exploring recruitment methods and motivation for work
- provide learners with the skills needed to understand the financial impact of moving into work
- provide learners with the skills needed to understand business culture and values, business start-up and principles of marketing
- equip learners to understand the disclosure of convictions.

Achieving these qualifications

To be awarded the NCFE Level 1 Award in Job Search and Employment Potential (601/1280/3) learners are required to successfully complete one unit from Group A then choose the remaining units in Group A and/or Group B to achieve a total of at least 6 credits.

To be awarded the NCFE Level 1 Certificate in Job Search and Employment Potential (601/1281/5) learners are required to successfully complete one unit from Group A then choose the remaining units in Group A and/or Group B to achieve a total of at least 13 credits.

Group A units

Unit number	Unit title
Unit 01	Preparing to achieve own job goals (2 credits)
Unit 02	Promoting yourself and preparing for a job interview (3 credits)

Group B units

Unit number	Unit title
Unit 03	Motivation for work (2 credits)
Unit 04	Money matters for employment (2 credits)
Unit 05	Principles of marketing (2 credits)
Unit 06	Recruitment methods (2 credits)
Unit 07	Business start-up (2 credits)
Unit 08	Understanding business culture and values (2 credits)
Unit 09	Disclosing an offence (1 credit)

The learning outcomes for each unit are provided in Section 2 (page 14).

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the NCFE Level 1 Award in Job Search and Employment Potential or the NCFE Level 1 Certificate in Job Search and Employment Potential, 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 these qualifications, 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 these qualifications. However, learners may find it helpful if they've already achieved an Entry Level qualification.

These qualifications are suitable for learners aged 16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that these qualifications are 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 these qualifications.

Learners registered on these qualifications 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 these qualifications could progress to:

- NCFE Level 1 Certificate in Job Search and Employment Potential
- NCFE Level 2 Award in Job Search and Interview Skills
- NCFE Level 1 and 2 qualifications in Enterprise Skills
- sustained, paid employment.

Learners can progress from an Award to a Certificate but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

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 number 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 these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level as or higher than the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Support for centres

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email customersupport@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 the NCFE website.

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 the NCFE website.

Useful websites

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

- 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

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

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 these qualifications 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	This unit is part of Group A. One unit from Group A must be completed.

Learning outcome 1

The learner will:

1 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

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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 learner 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 criterion is about the learner being able to identify what is realistic within the area in which they live. The learner could consider the differences in opportunities in rural local areas 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 The learner could also consider the key qualities required for chosen job opportunities in their local area. 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 (Section 4) explains how the terms used in the unit content are applied to these qualifications.
Types of evidence
Evidence could include: • evidence of discussions (eg recording, witness statement) • worksheet • written • 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 about 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	This unit is part of Group A. One unit from Group A must be completed.

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

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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. 2.1–2.4 No assessment guidance. 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 learning 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 contain. The learner could use annotated documents to show how they completed the format and accuracy checks and made relevant amendments. 4.1–4.2 No assessment guidance. 5.1. a) The learner could take part in a mock interview in preparation for a real-life or potential job role. b) The learner's use of language could include verbal and non-verbal language (eg listening, eye contact, open gestures). It could also include using appropriate and professional words. c) 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 (Section 4) explains how the terms used in the unit content are applied to these qualifications.

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

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 • reflective diary/log.

Unit 03 Motivation for work (D/505/5560)

Unit summary	Learners will know how to motivate themselves to secure employment. They will understand how to put together a personal development plan aimed at motivation and will look at reviewing their own progress against this plan.
Credit value	2
Guided learning hours	15
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1 Know how to motivate themselves to secure employment

The learner can:

1.1 Identify the challenges affecting their motivation to secure employment
1.2 Outline which of these challenges are real and which are perceived
1.3 State how their motivation has been affected by these challenges in the past
1.4 Identify support available to help with self-motivation for employment

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Learning outcome 2

The learner will:

2 Be able to agree a personal development plan for self-motivation

The learner can:

2.1 Identify how to overcome challenges to self-motivation
2.2 Agree a personal development plan to address these challenges
2.3 Identify how and when to review their progress towards achieving their targets

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Unit 03 Motivation for work (D/505/5560) (cont'd)

Learning outcome 3

The learner will:

3 Be able to review their personal progress against their personal development plan

The learner can:

3.1 Review progress against completed activities
3.2 Agree further improvements and update their plan
3.3 Outline how they will continue to review and update their plan, using the support available

Unit 03 Motivation for work (D/505/5560) (cont'd)

Delivery and assessment
1.1 The learner could consider barriers preventing them from securing employment (eg personal, financial, environmental, social etc.) which could help identify the challenges affecting their motivation. This could be facilitated using group discussion. The learner could identify at least 2 challenges affecting their motivation to secure employment. 1.2 The challenges considered could be those identified in 1.1. If the learner hasn't identified both a real and perceived example in 1.1, a case study can be used. 1.3 The learner could use a rating scale to help identify how they feel about their motivation and how they could improve their motivation. 2.1 The learner could use a rating scale to help identify their own challenges to motivation and how they could overcome them. This could lead to a discussion about what help and support the learner may need to overcome the challenges identified. 2.2–2.3 The learner should set realistic and appropriate targets dependent on their circumstances. The learner's situation and circumstances could also influence how and when they review their progress towards achieving their targets. 3.1 The learner could consider any activities or tasks that are under way as well as completed. They could consider whether they achieved what they agreed in 2.2. They could consider how the timescales have been met or if they were not achieved, what impact or effect this has had. 3.2 To identify the further improvements in the learner's personal development plan (PDP), an annotated version of the original PDP could be submitted as assessment evidence. Alternatively a second draft of their plan could be submitted as assessment evidence. 3.3 The learner could consider how often they plan to review their progress, how they'll do it, and who they'll speak to for support. The Explanation of terms section (Section 4) explains how the terms used in the unit content are applied to these qualifications.
Types of evidence
Evidence could include: • case study • written • evidence of discussion • annotated document • personal development plan.

Unit 04 Money matters for employment (K/505/5559)

Unit summary	This unit aims to give learners an understanding of personal finance, managing personal finance and how to produce a personal budget. This unit also provides learners with an understanding of the financial impact of moving into employment, including support available and their entitlement to benefits.
Credit value	2
Guided learning hours	16
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1 Understand personal finance

1.1 State the importance of managing personal finance
1.2 Define the terms ‘income’ and ‘expenditure’
1.3 Outline the importance of recording income and expenditure
1.4 Identify financial products and services to help them manage personal finances

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Learning outcome 2

The learner will:

2 Be able to produce a personal budget

The learner can:

2.1 State their weekly net income
2.2 Outline their household expenditure and living expenses
2.3 Calculate their monthly expenditure and income
2.4 Identify how to make sure they do not overspend each month

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Unit 04 Money matters for employment (K/505/5559) (cont'd)

Learning outcome 3

The learner will:

3 Know the financial impact of moving into employment

The learner can:

3.1 Identify how their finances will change by moving into employment
3.2 Identify the sources of support in dealing with the changes
3.3 Identify benefits available to support people who gain employment
3.4 Check what benefits they may be entitled to

Unit 04 Money matters for employment (K/505/5559) (cont'd)

Delivery and assessment
1.2 The learner could consider the difference between gross and net income. 1.4 The learner could consider a range of services and products (eg free services, national or local services, services available via telephone, online, face-to-face etc.). The learner could print screenshots of financial products and services they've found, annotate them, and utilise this as assessment evidence. 2.1 If the learner receives a monthly/fortnightly income, they will have to work out their weekly net income accordingly. 3.1 The learner could identify both positive and negative changes of moving into employment (eg receiving a paid income, compare cost of commuting to work and/or changes in their benefit entitlement). 3.2 The learner could consider face-to-face, online, free, local and national sources of support. The learner could consider some of the services identified in 1.4, if they are relevant to the learner's situation. 3.3 A case study could be used to support learners to identify what benefits are available to support people to gain employment. The Explanation of terms section (Section 4) explains how the terms used in the unit content are applied to these qualifications.
Types of evidence
Evidence could include: • written • evidence of discussion • annotated printouts • case study • personal budget tracker.

Unit 05 Principles of marketing (L/505/5554)

Unit summary	This unit provides learners with an understanding of different types of research, how these types of research can be gained and the benefits of each type. Learners will also gain an understanding of what information needs to be known when setting up a new business and where this information can be gathered. This unit also covers common marketing activities including examples of successful and unsuccessful marketing campaigns.
Credit value	2
Guided learning hours	15
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1 Understand the main types of research that can be carried out

The learner can:

1.1 Define what is meant by the term primary research
1.2 Define what is meant by the term secondary research
1.3 Identify the methods of gaining primary and secondary research
1.4 State the benefits of both primary and secondary research

Learning outcome 2

The learner will:

2 Know what should be researched when setting up a new business

The learner can:

2.1 State what market information needs to be known when setting up a new business
2.2 Identify where and how this information could be gathered

Unit 05 Principles of marketing (L/505/5554) (cont'd)

Learning outcome 3

The learner will:

3 Know common marketing activities

The learner can:

3.1 Describe, using examples, marketing activities carried out by well-known organisations
3.2 Describe, using examples, a successful marketing campaign
3.3 Describe, using examples, an unsuccessful marketing campaign

Delivery and assessment
1.1–1.4 No assessment guidance 2.1 The learner could consider generic market information and, if relevant, market information that is specific to the product/service they are setting up. 3.1–3.3 The learner could consider local, national and/or international common marketing activities. The Explanation of terms section (Section 4) explains how the terms used in the unit content are applied to these qualifications.
Types of evidence
Evidence could include: • written • evidence of discussions • annotated printouts.

Unit 06 Recruitment methods (J/505/5570)

Unit summary	Learners will gain an understanding of what information is required in job applications, the types of interview used in recruitment and questions commonly asked in interviews, along with how employers assess candidates for jobs.
Credit value	2
Guided learning hours	17
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1 Know the information required for job applications

The learner can:

1.1 Identify the information commonly asked for in job applications
1.2 Assemble a personal file containing information that can be used for several job applications

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Learning outcome 2

The learner will:

2 Understand the different types of interview used in recruitment

The learner can:

2.1 Identify the different types of interview used in recruitment
2.2 State the purpose of each type of interview
2.3 Identify how they would demonstrate their strengths in different types of interview
2.4 Identify potential pitfalls in different types of interview
2.5 State how to avoid these pitfalls

Unit 06 Recruitment methods (J/505/5570) (cont'd)

Learning outcome 3

The learner will:

3 Know standard questions asked in recruitment interviews

The learner can:

3.1 Identify common interview questions
3.2 Explain the benefits of preparing answers to common questions before an interview
3.3 Prepare answers to common interview questions

Learning outcome 4

The learner will:

4 Know how employers assess candidates for jobs

The learner can:

4.1 Describe the different tasks and tests that are used in recruitment
4.2 Identify how they could prepare for the tasks and tests used in recruitment

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Unit 06 Recruitment methods (J/505/5570) (cont'd)

Delivery and assessment
1.1 The learner could consider past and/or current job applications. They could consider job applications for job roles they're interested in applying for. 1.2 The learner's personal file could include: CV, PDP, list of qualifications, copies of certificates, references, cover letter, job search tracker, etc. The learner's personal file could be a hard copy file or available to view online. 2.1 The learner could give at least 2 examples. 2.4 The learner could give at least 2 examples. The learner could use the interview types identified in 2.1 and could consider behavioural, situational, practical or financial pitfalls. 3.1 The learner could consider competency-based questions, direct questions, skills-based questions, personal questions etc. 3.3 The learner could prepare answers to questions identified in 3.1 or prepare answers to questions they have been asked in a previous job interview. A case study could be used to provide some interview questions. 4.1 The learner could consider common tasks and tests used in recruitment. These tasks and tests may relate to a particular sector or job role. The Explanation of terms section (Section 4) explains how the terms used in the unit content are applied to these qualifications.
Types of evidence
Evidence could include: • written • evidence of discussion • worksheet • personal file • annotated screen shots • observation • reflective log/diary.

Unit 07 Business start-up (D/505/6773)

Unit summary	This unit provides learners with an understanding of the main aims of a new business, the challenges they can face and how best to deal with these challenges. Learners will also understand the difference between products and services, and the resources required to offer them. This unit also-provides learners with an understanding of business start-up opportunities, looking at the types of business they could start up, identifying realistic opportunities and the resources these opportunities might require.
Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1 Understand the main aims when starting up a business

The learner can:

1.1 State the main aims of a new business
1.2 Identify the main challenges in achieving these aims
1.3 Outline how best to deal with these challenges

Learning outcome 2

The learner will:

2 Know the difference between products and services

The learner can:

2.1 Define what a product is
2.2 Define what a service is
2.3 Identify the resources required to sell products
2.4 Identify the resources required to offer services

Unit 07 Business start-up (D/505/6773) (cont'd)

Learning outcome 3

The learner will:

3 Understand business start-up opportunities

The learner can:

3.1 Identify the types of business they could start up
3.2 Identify industries they could operate in
3.3 Identify a realistic business start-up opportunity
3.4 Identify the essential resources required for this business

Delivery and assessment
1.1–1.3 The learner could be provided with a case study to support their learning. 1.1 The learner could give at least 2 examples of the main aims of a new business. 1.2 The learner could give at least 2 examples of the main challenges in achieving these aims. 2.1–2.4 The learner could be provided with a case study to support their learning. 3.1–3.4 No assessment guidance. The Explanation of terms section (Section 4) explains how the terms used in the unit content are applied to these qualifications.
Types of evidence
Evidence could include: • written • evidence of discussion • poster • worksheet • presentation.

Unit 08 Understanding business culture and values (Y/505/6772)

Unit summary	This unit will provide learners with an understanding of the importance of business culture and values, why businesses have them and the importance of fitting in with a business's culture and values. This unit also covers the rights and responsibilities of employers and employees, why they are important in the workplace and how they are communicated.
Credit value	2
Guided learning hours	15
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1 Understand the importance of business culture

The learner can:

1.1 Define what is meant by business culture
1.2 Identify why a business might have its own culture
1.3 State why it is important for employees to fit in with a business's culture

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Learning outcome 2

The learner will:

2 Understand the importance of business values

The learner can:

2.1 Define what is meant by business values
2.2 Identify why a business might have its own values
2.3 State why it is important for employees to fit in with a business's values

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Unit 08 Understanding business culture and values (Y/505/6772) (cont'd)

Learning outcome 3

The learner will:

3 Understand the rights and responsibilities of employers and employees

The learner can:

3.1 State some of the responsibilities employers have to their employees
3.2 Identify some of the responsibilities an employee has to their employer
3.3 Identify why rights and responsibilities are important in the workplace
3.4 State how an employer communicates rights and responsibilities to its employees
3.5 Identify acceptable employee behaviour and personal conduct

Delivery and assessment
1.1–1.3 The learner could consider business cultures in large and small businesses. They could also consider local, national and international business cultures. A case study could be used to support the concept of business culture and the variations to learners. 1.1 The learner could consider different types of culture including those that are considered positive and negative. 2.1–2.3 The learner could consider business values in large and small businesses. The learner could also consider local, national and international business values. 3.1–3.2 The learner could consider rights and responsibilities in large and small businesses. The learner could also consider local, national and international rights and responsibilities. 3.1–3.2 The learner could consider legislative responsibilities alongside other responsibilities. The Explanation of terms section (Section 4) explains how the terms used in the unit content are applied to these qualifications.
Types of evidence
Evidence could include: • written • evidence of discussion • poster • worksheet • case study.

Unit 09 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 09 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

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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 personalised disclosure letter:
a) to the interviewee
b) to the interviewer

Unit 09 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, and 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. 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 (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Unit 09 Disclosing an offence (M/508/0897) (cont'd)

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 • role play (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 NCFE Level 1 Award in Job Search and Employment Potential and the NCFE Level 1 Certificate in Job Search and Employment Potential are internally assessed and externally quality assured.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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 14).

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 document Internal assessment writing and delivery: Guide for centres on our website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of these qualifications.

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 website in the document Internal assessment writing and delivery: Guide for centres.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our website in the document Internal assessment writing and delivery: Guide for centres.

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 learners' 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 the NCFE website.

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 the NCFE website.

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