



ABE Level 2 Award in Employability Skills: Making the Move to Work

Qualification Syllabus

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Introduction to ABE Level 2 Short Award in Employability Skills: making the move to work

Making the transition from a study or non-work environment to work is exciting but potentially daunting. This short course has been designed to make you more aware of what employers are looking for when they recruit new staff and how you can make the most of the technical qualifications, skills, experience and personal qualities that you have when presenting yourself for employment.

The qualification is aimed at job-seekers who are actively seeking employment, either to go into their first role after leaving school or college, or as someone returning to work after a period of absence. The qualification considers a range of generic skills and capabilities that employers look for, over and above technical qualifications and experience, which have been shown to make new employees more successful within a role. Employability skills include a range of behavioural and interpersonal skills that you can use to demonstrate they are able to interact and work effectively with others at work. These employability skills enable you to be more successful at job applications and interviews.

As well as reviewing a range of practical employability skills, the qualification enables you to assess your own skillset in terms of employability and to develop your own personal development plan. The course concludes with a requirement for you to develop your personal *Curriculum Vitae* and prepare for an appropriate job application and interview.

These skills are essential for all job-seekers in the modern working world and will help improve the chances of employment for all those completing this qualification.

What You'll Learn

Learning Outcomes

On completing the ABE Level 2 Award in Employability Skills, you will be able to:

1. Describe what is meant by employability skills and why employers want people with these skills in addition to qualifications and/or experience.
2. Assess your own skillset in terms of employability and provide examples to support your strengths, preferences and areas for development.
3. Complete a job application and prepare for an interview based on your skillset.

Alongside academic learning and development, ABE's qualifications have been designed to develop your practical skills and capabilities. These capabilities are highlighted as certain values, knowledge, skills and behaviours that will help you in your professional development.

Below is an overview of the key capabilities that you will develop during the course of this qualification:

Elements of Learning		Key Capabilities Developed
Element 1	What employers are looking for in prospective employees	Be able to explain what is meant by employability skills and explain why employers want people with these skills in addition to qualifications and/or experience. <i>Willingness to learn; integrity; confidence; humility; awareness of health and safety at work</i>
Element 2	What I have to offer	Assess your own skillset in terms of employability and provide examples to support your strengths, weaknesses and preferences. <i>Confidence; self-esteem; self-motivation; awareness of abilities and limitations; desire to make a positive contribution</i>
Element 3	Presenting what I have to offer	Complete a job application and prepare for an interview based on your skillset. <i>Desk research; enthusiasm; commercial awareness; written and verbal communication; active listening; adaptability; initiative; integrity; confidence; respects equal opportunities and diversity</i>

Localisation – How to take on board the local working environment in learning and assessment

It is really important for learners to appreciate the implications of employability skills within the context of their own local working environment, wherever that might be in the world. In addition, learners should remember that many of these skills, capabilities and concepts have been established by globally-accepted business practices and promoted through global media, such as the internet.

The emphasis of the qualification is, however, primarily to facilitate employment within the learner's local environment. Learners should therefore take into account the following when preparing for their assessment:

- Local job opportunities and employment sectors
- Places to look for work opportunities
- Local training opportunities with regard to employability skills
- Local practices and customs in relation to work
- Local employment rules, regulations and legislation
- The influence of local culture and socialisation on employability and business practices
- Learning and development opportunities to fill skill gaps e.g. IT, numeracy, language, communication and other work-based capabilities, such as: teamwork, collaboration, customer service, commercial awareness.

Description of the programme (Regulatory characteristics)

1. Aligned to the Office of Qualifications and Examinations Regulation (Ofqual) Regulated Qualification Framework (RQF) at Level 2
2. A single unit qualification with three elements of learning:
 - Element 1 What employers are looking for in prospective employees
 - Element 2 What I have to offer
 - Element 3 Presenting what I have to offer
3. Open entry for those who are 16 years of age and above
4. 3 credits (a credit being worth 10 hours of learning)
5. 30 hours Total Qualification Time (TQT) of which there is expected to be 25 Guided Learning Hours (GLH), (approximately 7½ hours for Element 1, 7½ hours for Element 2 and 10 hours for Element 3). The remaining 5 hours can be unsupervised based on a series of self-study and supported study elements, including assessment preparation, and will be specified in guidance terms by ABE.
6. The assessment approach is designed to develop a personal profile and Curriculum Vitae for each candidate so that they can improve the success of their job applications and overall employability. It is likely that most candidates will have already started to think about this, however the qualification helps to structure these approaches and enhance the quality of individual applications.

As part of the summative assessment, you could be asked to do the following:

Summative tasks:

- Task 1** Complete a relevant Job Application
- Task 2** Prepare a covering letter/email
- Task 3** Research and prepare for a job interview.

Element 1: What employers are looking for in prospective employees (Weighting 30%)

Specific technical skills, qualifications or previous work experience are naturally important to any future employer. However, employability skills such as practical behavioural and interpersonal skills, which can usually be transferred directly from one job to another, are equally valued by employers when selecting potential new employees. Employers value these generic skills as they help to distinguish between prospective job candidates and serve to highlight those that are most likely to succeed in a new role. This Element outlines the main employability skills that are favoured by employers and helps candidates to appreciate why these skills are just as important as any other technical skill or qualification.

Learning Outcomes	Assessment Criteria
<p>1. Describe what is meant by employability skills and why employers want people with these skills in addition to qualifications and/or experience.</p>	<p>1.1 Outline the employability skills that are most frequently desired by employers, such as:</p> <ul style="list-style-type: none"> ▪ Self-management skills, such as: punctuality, time management, planning and organising, self-confidence, honesty, integrity, reliability, 'can do' approach, enthusiasm, commitment, good personal presentation; ▪ Problem-solving skills, such as: attention to detail, decision-making, initiative, achievement, drive; ▪ Working together: collaboration, cooperation, flexibility, responsiveness, involving others, equality and inclusion, taking responsibility and being accountable, trustworthiness; ▪ Communication skills: verbal communication, active listening, giving and receiving feedback, presentation skills; ▪ Business skills, such as: customer focus, service orientation, on-time delivery; ▪ Functional skills, such as: numeracy, language, communication and ICT. <p>1.2 Describe why employability skills are important to employers</p> <ul style="list-style-type: none"> ▪ Distinguishes between people with similar qualifications and/or experience during the recruitment process ▪ Behavioural and interpersonal skills contribute to business success ▪ Skills transfer between jobs and sectors and therefore provide workforce flexibility

Element 2: What I have to offer (Weighting 30%)

Having identified and explained a range of generic employability skills that are common in many jobs, this Element focuses on the individual candidate's personal skills through a realistic assessment of their own strengths, areas for development and personal preferences. This requires the candidate to understand their own capabilities and provide examples that demonstrate successful implementation. This will help with future job applications and interviews, as well as highlight any skills 'gaps' and opportunities for personal development.

Learning Outcomes	Assessment Criteria
<p>2. Assess your own skillset in terms of employability and provide examples to support your strengths, preferences and areas for development.</p>	<p>2.1 Identify your own skillset in terms of employability and provide examples to support your strengths and personal preferences.</p> <ul style="list-style-type: none"> ▪ Skills analysis to identify personal baseline of employability skills – transferrable skills, strengths, areas for development and personal preferences ▪ Specific qualities and skills required for specific employment positions <p>2.2 Carry out a 'Gap Analysis' between your current set of employability skills and what is required for specific employment positions.</p> <ul style="list-style-type: none"> ▪ 'Gap analysis' between personal strengths and preferences and those required for specific job roles ▪ Areas for development, prioritising personal development needs ▪ Opportunities to develop skills and enhance your experience, such as: volunteering, shadowing, work placements, work experience, part or full-time work ▪ Personal development plans, on-going development and life-long learning.

Element 3: Presenting what I have to offer (Weighting 40%)

Despite often possessing good qualifications and technical skills, many job applicants fail to demonstrate their full potential to future employers during the recruitment process and as a result fail to achieve the level of employment desired. The Element builds on the previous two elements by taking candidates through a generic job application process and preparing them for each step. This includes developing a personal profile and professional Curriculum Vitae, as well as helping to prepare for a job interview. This is the practical element of this qualification, which contributes to an individual's future employability.

Learning Outcomes	Assessment Criteria
<p>3. Complete a job application and prepare for an interview based on your skillset.</p>	<p>3.1 Use your skillset to complete job applications.</p> <ul style="list-style-type: none"> ▪ Personal profile – format, content ▪ Curriculum vitae – format, contents, buzz words, soft skills, technical skills, qualifications and experience ▪ Develop a personal action plan to search and apply for relevant vacancies ▪ Looking for jobs and understanding job descriptions/person specifications – online, newspapers, journals, agencies, job centres, noticeboards, organisations' websites ▪ Desk research about specific organisations – library, online, contacts ▪ Matching your skillset to specific job opportunities in order to screen for and apply for jobs ▪ Job applications ▪ Application letters and/or covering emails <p>3.2 Use your skillset effectively for pre-interview screening and to prepare for interviews</p> <ul style="list-style-type: none"> ▪ Screening tests – aptitude and personality testing ▪ Assessment centres and competency tests ▪ Preparing for job interviews – desk research, information provided, application documents, job interview plan including set tasks and questions to ask.

Glossary of Qualification Terms

To assist you in your understanding of the **qualification**, ABE has defined the following qualification terms:

Assessment criteria	these appear within each of the elements and like the learning outcomes they determine the knowledge and understanding of your learning and assessment.
Element	An element represents a segment of learning within the ABE Level 3 Money Management for Small Businesses. Each individual element has its own rationale and content.
Guided Learning Hours (GLH)	is an element of the Total Qualification Time (TQT) and is an estimate of the number of hours during which the learner is given specific guidance by their tutor towards the achievement of the qualification, for example: face to face teaching, e-learning, mentoring etc.
Indicative content	The indicative content is the scope of knowledge required in order to fulfil the assessment requirements and achieve the learning outcome; it also outlines the technical components of the programme.
Learning outcomes	The learning outcome within an element lays down the expectations of the learner and defines the level of knowledge and understanding required to complete the ABE assessment.
Qualification	For the purpose of this qualification, upon passing your assessment, you will be awarded the ABE Level 3 Award in Money Management for Small Businesses.
Total Qualification Time (TQT)	It is an estimate of the total amount of time a learner could reasonably be expected to take to achieve the qualification.
Weighting	The weightings indicate the level of emphasis on the different parts of the syllabus in terms of teaching, learner effort and emphasis in assessment.

Recommended Resources

Core texts:

- ABE Study Guide for ABE Level 2 Short Award – Employability Skills – making the move to work.

Supplementary texts:

- Cottrell, D (2015) *Skills for Success: Personal Development and Employability* (Palgrave Study Skills), 3rd Ed, ISBN: 9781137426529
- Hind, D W G, Moss, S (2011) *Employability Skills*, 2nd Ed, Business Education Publishers, ISBN: 9781901888997
- Sumner, R. (2012) *How to use your degree to secure a job: Kaplan's Guide to Core Skills and Employability*, Wokingham: Kaplan Publishing. ISBN: 978-0-85732-486-3

Online resources:

<https://www.kent.ac.uk/careers/sk/top-ten-skills.htm>

<http://www.skillsyouneed.com/general/employability-skills.html>

<http://www.jobs.ac.uk/careers-advice/interview-tips/1515/employability-what-are-employers-looking-for>

<http://www.ocr.org.uk/Images/168823-the-ocr-guide-to-employability.pdf>

<http://www.youthcentral.vic.gov.au/jobs-careers/planniing-your-career/employability-skills>

http://www.stemnet.org.uk/wp-content/uploads/IES-ESR_4pageSummary_June_16.pdf

<http://www.exeter.ac.uk/ambassadors/HESTEM/resources/General/STEMNET%20Employability%20skills%20guide.pdf>

<https://nationalcareersservice.direct.gov.uk/aboutus/newsarticles/Pages/Spotlight-SoftSkills.aspx>

www.kent.ac.uk/careers/cv/badaf.htm

www.kent.ac.uk/careers/cv/difficultapplications.htm

www.kent.ac.uk/careers/psychotests.htm

www.kent.ac.uk/careers/interviews/ivquest.htm

www.kent.ac.uk/careers/ivquiz.htm

www.kent.ac.uk/careers/interviews/nvc.htm



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