Employability Skills (5546)
Portfolio development workpacks

Assessment guidance

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Introduction

This document sets out the scope and purpose of the Employability Skills (5546) portfolio development workpacks, and guides centre staff on how they can be used successfully with these qualifications.

It is important to be clear from the outset that use of the workpacks is **not mandatory**. They provide suggested learning and assessment activities, as well as helping to support evidence generation; nevertheless, their use is not a substitute for the normal process of assessment planning. All evidence presented for assessment, regardless of whether it is sourced from a workpack activity or any other activity, must be assessed against the relevant unit assessment criteria, as well as being subjected to a process of Internal Quality Assurance.

The workpacks are designed to reflect the flexible structure of these qualifications, providing activities relevant to units within the Employability Skills suite across four levels. They can be adapted as necessary to ensure assessment activities are engaging and relevant to learners.

About the workpacks

There are workpacks available from Entry 2 to Level 2 and contain a series of activities for the complete unit. Each workpack addresses all of the Learning Outcomes in each unit, generating evidence for each of the Assessment Criteria.

The relationship between the workpack activities and qualification assessment criteria is set out in the workpack delivery grid. Even though the workpack provides complete coverage, it may still be necessary to provide additional evidence if any of the workpack activities have not been completed correctly.

The workpacks are provided in MS Word format so they can be easily adapted or re-contextualised. These qualifications are designed to facilitate flexible and personalised learning, and it is important that their assessment should reflect that approach.

Each workpack is available in **two** formats:

- candidate workpack – containing the activities, opportunity for feedback/comments and evidence of assessment after each Learning Outcome.
- tutor workpack – containing delivery grid, points for discussion, suggestions for questions and answers, specific resources required and activities along with model answers in **red** as applicable (NB: candidates must **not** be given access to these). Model answers cannot be specified for some activities and the assessor is advised to accept an appropriate answer. Activities requiring observation or personal details do not have model answers. Some activities have suggestions for supporting and challenging candidates as well as additional information.

Example of a Delivery Grid in the tutor packs.

Objectives / learning outcomes	Activities
Learning outcome 1: Know different methods of applying for jobs **1.1** Identify the different types of job applications **1.2** Identify the different methods for job applications	 Activity 1 – page 5 Activity 2 – page 7
Learning outcome 2: Be able to apply for a job **2.1** Identify information needed to apply for a job **2.2** Present the information for a job application in different formats **2.3** Draft a CV **2.4** Describe how to apply for a job online	 Activity 3 – page 9 Activity 4 & 6 (minimum of two formats) – pages 11, 14 Activity 6 – page 14 Activity 5 – page 15

Example of the Tutor Guidance in the tutor packs.

Tutor Guidance

The use of tutor guidance is optional. Each outcome may contain the following information to support the delivery of the unit. The following headings will appear throughout the tutor work pack in a shaded box to assist delivery.

Discussion	These are ideas to facilitate discussion with the candidates to support learning
Question & Answer	Check existing knowledge prior to starting activities
Resources	Check list of resources and/or initial preparation
Progress Check	Monitoring progress during an activity
Support	Suggestions to help candidates understand and complete activities
Challenge	Suggestions to extend the learning of candidates
Additional Information	This may include useful websites, alternative suggestions for evidence and additional resources

Example of an activity in a tutor pack.

Activity 2
Identify the different methods for job applications (1.2)

Circle the words that identify the different ways of applying for a job.

Support

- Tell candidates there are eight methods.

Email	YouTube	In person
Flickr	Trip Advisor	Telephone
Skype	MySpace	Twitter	Letter
Video	MSN	Online	Text
Employment agency	Chat room	

Progress Check

- Discuss why some methods are inappropriate.

Challenge

- Tell candidates to select the method they would prefer to use and state why.

Example of an activity in a candidate pack.

Activity 2
Identify the different methods for job applications (1.2)

Circle the words that identify the different ways of applying for a job.

Email	YouTube	In person
Flickr	Trip Advisor	Telephone
Skype	MySpace	Twitter	Letter
Video	MSN	Online	Text
Employment agency	Chat room	

Using the candidate workpacks for Portfolio Development

It is important to note that the workpacks may only be used for assessment purposes if work has been produced **independently** by the candidate, eg assessors should not provide answers when criteria asks candidates to identify. As with any form of portfolio assessment, evidence presented for assessment must be valid, authentic, current and sufficient.

The workpacks are designed to support the assessment process and the accumulation of portfolio evidence. They are **not** an externally-set 'assignment' or 'test', and there is no requirement for them to take place under any formal supervised or examination conditions.

- The workpacks consist of a series of activities relevant to the unit. In order to achieve each unit, learners must meet all the criteria. They are not subject to any formal time constraints. Further guidance is available in each tutor pack.
- Additional evidence will be required where candidates have not completed the workpack activities adequately, or if the Assessment Criteria requires evidence from another occasion. Other evidence may be sourced from any purposeful activity that is relevant and engaging to the learner.
- Tasks can be adapted as necessary to suit the context of the learning or work environment, and must be engaging and relevant to learners.
- The delivery grids indicate how each of the unit Learning Outcomes and Assessment Criteria are addressed by the workpack activities. These **must** be read in conjunction with the Qualification Handbook and relevant Assessment Pack(s).
- Evidence can be gathered and recorded in any auditable form, as long as it is valid, authentic, current and sufficient – as well as being easily accessible for Internal/External Quality Assurance purposes. This may include oral or observed evidence (as long as this is captured adequately), although there are a few instances where written evidence is intrinsic to the Assessment Criteria. Even then, evidence does not necessarily need to be hand-written (eg it could be produced electronically).
- There is space at the end of each Learning Outcome for tutors to provide feedback to candidates and provide evidence of achievement.
- To affirm authenticity, the candidate and assessor must sign and date the completed work at the end of each Learning Outcome. There are also witness statements within some units that will need to be completed.