



SME OUTSOURCING

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Learning Plan

DPC1

VTCT (Skillsfirst)

Certificate in Skills
for Employment

(RQF)

Level 1

Contents

1 Programme Overview	2
2 Qualification Information	3
2.1 Qualification aim and design	3
2.2 Progression opportunities	3
3 Qualification Structure	4-8
4 Centre requirements	9
4.1 Resources	9
4.2 Occupational expertise of deliveries, assessors, and moderators/internal verifiers	9
4.3 Deliverers, assessors and internal verifiers	9
4.4 Expert witness	9
4.4.1 Overview	9
4.4.2 Requirements for expert witness	10
4.5 Continuous professional development (CPD)	10
4.6 Total Qualification Time (TQT)	10
5 Assessment	11
5.1 Summary of assessment methods	11
5.2 Suggested delivery strategy	11
5.3 Characteristics of assessment guidance	12
5.4 Types of evidence	13
5.5 Professional discussion	13
5.6 Simulation and witness testimony	13
5.6.1 Simulation	13
5.6.2 Witness testimony	13-14
5.7 Recognition of prior learning (RPL)	15

1 Programme Overview

Qualification title	VTCT (Skillsfirst) Level 1 Certificate in Skills for Employment (RQF)
Qualification number	600/3336/8
Product code	DPC1
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	15
Total Qualification Time (TQT)	150
Guided Learning (GL) hours	97
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"> • Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking these qualifications and there is no minimum level of literacy or numeracy required.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification Information

2.1 Qualification aim and design

The VTCT (Skillsfirst) Level 1 Certificate in Skills for Employment (RQF) has been developed for the widest range of learners possible: young people and adults, those who are pre-employment, in employment or between jobs.

It is designed to meet the needs of learners who wish to seek, gain and retain employment or progress to further learning, allow learners to learn, develop and practise the skills required for employment and provide valuable accreditation of skills and/or knowledge for learners, without requiring or proving occupational competence.

There is a wide range of units allowing learners to choose units to meet the needs of their own personal and career development or work role.

2.2 Progression opportunities

Learners achieving these qualifications can progress to further learning, or into specific vocational employment.

3 Qualification Structure

To be awarded the VTCT (Skillsfirst) Level 1 Certificate in Skills for Employment (RQF) learners must achieve all mandatory units. A minimum of 15 credits must be achieved from Group A and/or Group B and/or Group C and/or Group D, of which a minimum of 8 credits must be at Level 1.

Certain units have been shown as “barred” from being taken with other units which cover the same or similar areas of learning, or have a significant overlap in content. For units marked * refer to ‘Barred units table’.

The minimum TQT required to achieve this qualification is 150.

Product Code	Unit title	Level	Credit	Unit reference number
Units (Group A): Preparing for employment units				
DP10*	Interview skills	Entry 3	1	T/501/6327
DP11	Work awareness	Entry 3	2	F/507/9592
DP13	Learning about the range of opportunities in work	Entry 3	3	A/502/1299
DP14*	Learning about workplace values and practices	Entry 3	3	T/502/1303
DP15*	Career planning and making applications	1	3	A/501/6880
DP16*	Planning for progression	1	3	F/501/6878
DP17*	Effective skills qualities and attitudes for learning and work	1	3	D/507/9597
DP18	Work-based experience	1	3	K/501/6891
DP20*	Positive attitudes and behaviours at work	1	1	A/501/5826
DP22	Learning from work placement	1	2	J/501/6395
DP23*	Searching for a job	1	1	L/501/5958
DP24	Applying for a job	1	1	Y/501/5848
DP25	Preparing for an interview	1	1	M/501/5824
DP26*	Interview skills	1	1	R/501/5847
DP29	Preparing for and learning from interviews	1	3	R/502/2863

For units marked * refer to ‘Barred units table’.



Product Code	Unit title	Level	Credit	Unit reference number
Units (Group B): Succeeding at work units				
DP32*	Career progression	Entry 3	1	T/501/6330
DP37*	Conduct at work	Entry 3	1	A/507/9154
DP38	Speaking confidently at work	Entry 3	1	H/501/6338
DP39	Presenting accurate documents	Entry 3	1	D/501/6337
DP41*	Managing your time	Entry 3	1	F/502/4303
DP43*	Understanding conflict at work	Entry 3	1	L/600/1312
DP44*	Rights and responsibilities in the workplace	1	3	Y/507/9596
DP45*	Career progression	1	2	J/501/5814
DP46*	Introduction to health and safety awareness in the workplace	1	2	J/600/7805
DP47	Building working relationships with colleagues	1	2	T/501/5811
DP48*	Building working relationships with customers	1	2	D/501/5821
DP50	Solving work-related problems	1	2	D/501/5849
DP54	Self-management skills	1	2	L/501/5829
DP57*	Managing your time	1	2	K/502/3596
DP58*	Being safe and healthy at work	1	2	M/502/3616
DP59*	Understanding conflict at work	1	1	Y/502/3609
DPI24	Business communication	1	3	F/505/4109

For units marked * refer to 'Barred units table'.



Product Code	Unit title	Level	Credit	Unit reference number
Units (Group C): Learning units				
DP60	Introduction to ICT	Entry 3	3	M/501/6925
DP61	Supporting others	Entry 3	3	K/501/6938
DP66*	Working as part of group	1	2	R/502/0465
DP67	Working towards goals	1	2	J/502/0463
DP122	Interpersonal skills	1	3	D/505/4067
DP123	Assertiveness and decision-making skills	1	2	F/505/0447
DP125*	Personal development skills	1	3	K/505/4069
DP126	Personal confidence and self-awareness	1	3	H/505/4068
DP127	Improving own confidence	1	3	L/505/4078
DP130*	Developing group and teamwork communication skills	1	3	K/506/5007
SMP1	Create an online profile using social media	1	6	T/507/2882

Product Code	Unit title	Level	Credit	Unit reference number
Units (Group D): Vocational skills units				
DP86*	Introduction to looking after customers in a retail environment	Entry 3	3	F/501/9523
DP93	Introduction to retail skills	Entry 3	3	H/501/5190
DP94	Introduction to the hospitality industry	Entry 3	1	A/502/4834
IH01*	Customer service in the hospitality industry	1	3	J/502/4898
IH09	Using kitchen equipment	1	1	T/502/5075
IH10	Serving food and drink	Entry 3	2	F/502/4835
IH11	Basic food preparation	Entry 3	2	J/600/0711

For units marked * refer to 'Barred units table'.



Product code	Barred unit product codes
DP10	DP26
DP14	DP44
DP15	DP32
DP16	DP125
DP17	DP37
DP20	DP37
DP23	DP45
DP26	DP10
DP32	DP45
DP37	DP17, DP20
DP41	DP57
DP43	DP59
DP44	DP14
DP45	DP32
DP46	DP58



DP48	DP86,IH01
DP57	DP41
DP58	DP46
DP59	DP43
DP66	DP130
DP125	DP16
DP130	DP66
DP86	DP48
IH01	DP48

4 Centre Requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Deliverers, assessors, moderators and internal verifiers (IVs) are appointed by the recognised centre and approved by SME Outsourcing through the external verifier (EV).

4.3 Deliverers, assessors, moderators and internal verifiers

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery, assessment, moderation or verification of the unit.

4.4 Expert witnesses

4.4.1 Overview

An expert witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner's supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor.

The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

4.4.2 Requirements for expert witness

An expert witness should ideally:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the unit they are providing an expert opinion on.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors, moderators and IVs plan and maintain their CPD. Centres are expected to support their deliverers, assessors, moderators and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the unit.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the unit within the qualification before designing a learning programme. It is suggested that centres design learning programmes that:

- best meets the needs and capabilities of their learners
- satisfies the learning outcomes and assessment criteria of the unit

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources.

Examples of types of evidence might include:

- learner statement
- notes
- letter
- e-mail
- application form annotated or highlighted text
- action plan
- Individual Learning Plan (ILP)
- review and tutorial records
- report
- project plan
- job cards and advertisements
- diary
- worksheet
- expenditure record
- audio/video recorded discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- poster
- leaflets
- map
- product
- screen dumps (print screen)

Please note that centres are not restricted to the types of evidence listed above

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

5.6.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on learner's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

- **Content** – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.

Performance and knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements.

Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.

- **Relevance of context** – the degree to which the context of the learning gained and assessed, relates to the current context of learner’ work roles. If the context was different, assessors will need to satisfy themselves of learners’ ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the learner.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements