

QUALIFICATION SPECIFICATION



Diploma in Supporting Education and Business Partnership Working (Level 4)

Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

This qualification specification covers the following qualification:

Qualification Number	Qualification Title
603/1341/9	Gateway Qualifications Level 4 Diploma in Supporting Education and Business Partnership Working

Version and date	Change detail	Section/Page Reference
1.1 (Feb 2023)	Removed address and changed back cover	Page 17

About this qualification specification

This qualification specification is intended for tutors, assessors, Internal Quality Assurers, Centre Quality Managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification you must be Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/recognition

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1 Qualification Information

1.1 About the qualification

The qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The purpose of the qualification is to provide relevant skills and knowledge to professionals supporting education settings (e.g. schools, colleges, universities) to engage with employers to further the careers, employability and enterprise agenda.

The qualification helps learners develop knowledge and understanding of both the business world and post-14 education and the skills to enable them to broker relationships across these two sectors. It is suitable for professionals from either sector looking to develop their career in this direction or who find themselves with responsibility for careers, employability and enterprise in their setting and needing to further develop their understanding or skills to fulfil their role effectively.

Learners will develop knowledge and understanding of the local, regional and national business landscape and of post-14 education settings. They will also learn about career guidance and career learning theory, career and labour market information and stakeholder management. They will develop skills in employer engagement, evaluation, designing and delivering training and working with volunteers - in the context of careers, employability and enterprise.

The qualification has been developed with Suffolk County Council.

This qualification is available to Suffolk County Council as the sole delivery provider.

1.2 Objective

The objective of the qualification is to help learners develop their understanding and knowledge of the career, employability and enterprise agenda and the skills to support effective partnership-working between learning settings and employers.

1.3 Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

1.4 Geographical Coverage

This qualification has been approved by Ofqual to be offered in England.

1.5 Progression Opportunities

This qualification will support learners to progress into job roles where they have responsibility for brokering and sustaining successful partnerships between employers and learning settings to support the careers, employability and enterprise agenda – or contribute to their continuous professional development if they are already in a role of this nature.

Learners may choose to further develop their learning in one or more of the areas covered by this qualification. For example, they might progress to a Level 4 Diploma in Career Information and Advice or Level 6 Diploma in Career Guidance and Development.

1.6 Equality, Diversity and Inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular, it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2 Learner Entry Requirements

2.1 Key information

Qualification Titles	
Age	The approved age range for these qualifications is: 18+
Prior qualifications or units	There is no requirement for learners to have achieved prior qualifications or units prior to undertaking this qualification.
Prior skills/knowledge/understanding	There is no requirement for learners to have prior skills, knowledge or understanding.
Restrictions	There are no restrictions to entry.
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements.

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details.

2.3 Recruiting Learners with Integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3 Achieving the Qualification

3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.2 Qualification Size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 4 Diploma in Supporting Education and Business Partnership Working	410 hours	58 hours	41

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- 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 by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

3.3 Qualification Structure (Rules of Combination and Unit List)

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. To obtain unit information, please contact Gateway Qualifications who will enable access to our unit library.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**

Gateway Qualifications Level 4 Diploma in Supporting Education and Business Partnership Working

Learners must achieve a total of 41 credits comprising 5 units from the Mandatory Group M and 2 units from Optional Group O.

Mandatory Group M

Learners must achieve 5 units from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
F/615/6214	Supporting employer engagement in learning settings	4	10	9
A/615/6213	Understanding the business landscape	4	12	8
T/615/6212	Understanding secondary, further and higher education and training in England	4	12	8
L/615/6216	Stakeholder management in the context of the careers, employability and enterprise agenda	4	6	4
J/615/6215	Career guidance and career learning theory	4	6	4

Optional Group O

Learners must achieve 2 units from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
R/615/6220	Working with volunteers in the context of the careers, employability and enterprise agenda	4	6	6
D/615/6219	Develop and evaluate careers, employability and enterprise learning	4	6	4
Y/615/6221	Designing and Delivering Training	4	6	4
D/615/6222	Understanding careers and labour market information in the context of the careers, employability and enterprise agenda	4	6	4

3.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

3.5 Links to other qualifications

There are no direct links between this qualification and any others.

3.6 Relationship with other frameworks

There are no direct relationships between this qualification and other frameworks.

4 Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1 Method of Assessment

The method of assessment for the qualification is through a portfolio of evidence.

4.2 Assessment language

The qualifications are assessed in English only.

4.3 Assessment Materials

There are no specific assessment materials provided for this qualification.

4.4 Assessment Guidance

There is no additional assessment guidance for this qualification.

4.5 Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;

- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

5 Centre Recognition and Qualification Approval

5.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

5.2 Qualification-Specific Centre Requirements

Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

5.3 Qualification-Specific Tutor/Assessor Requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

5.4 Additional Requirements/Guidance

There are no additional requirements that learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

6 Quality Assurance

6.1 Qualification-Specific Quality Assurance Requirements

There are no additional internal/external quality assurance requirements for this qualification.

6.2 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>

7 Learner Registration and Results

7.1 Registration

Centres will register learners via the Gateway Qualifications' online registration portal. Learner registration guidance is available on our website, <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/>.

7.2 Awarding

The qualifications will be awarded as Pass or Fail. Learners must pass the assessment to be awarded a Pass.

7.3 Enquiries

Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website: <https://www.gatewayqualifications.org.uk/contact-us/>

8 What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

9 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

10 Appendices

10.1 Appendix 1 – Units

Unit Title:	Supporting employer engagement in learning settings
Unit Reference Number:	F/615/6214
Level:	Level 4
Guided Learning Hours:	10
Credit Value:	9
Date of Withdrawal:	N/A
Unit Review Date:	31/07/2022
Sector Subject Area:	13.1 Teaching and Lecturing 15.3 Business Management
Unit Grading Structure:	N/A
Assessment Guidance:	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the nature of employer engagement in learning organisations.	1.1 Analyse the different ways in which employers interact with learning organisations in order to support the careers, employability and enterprise needs of learners and staff in learning settings, at a national, regional and local level. 1.2 Explain the rationale for employer engagement with learning settings.
2. Understand the importance of research when working to involve employers in learning settings.	2.1 Summarise recent research relevant to employer engagement in learning settings. 2.2 Explain how research can be used to help secure effective employer involvement in learning settings.
3. Understand how to evaluate the impact of employer engagement in career, employability and enterprise related learning/provision.	3.1 Explain the rationale for evaluating the impact of employer engagement on career, employability and enterprise related learning/provision. 3.2 Explain the different evaluation methods and tools that can be used to evaluate the impact of employer

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>engagement on career, employability and enterprise related learning.</p> <p>3.3 Analyse the use of external criteria, regional and national, in evaluating career, employability and enterprise related learning.</p>
<p>4. Be able to work with employers to support or deliver learning opportunities in a learning setting.</p>	<p>4.1 Support employers to create opportunities that lead to agreed outcomes for a learning setting.</p> <p>4.2 Explain to employers the legislative requirements for safeguarding young people and employers.</p> <p>4.3 Facilitate the involvement of employers while they are engaged in planning, supporting and/or delivering learning opportunities in a learning setting.</p> <p>4.4 Obtain feedback from employers on collaborative working with learning settings, using appropriate mechanisms.</p>
<p>5. Be able to evaluate the impact of employer engagement in a learning setting.</p>	<p>5.1 Assess the impact of an employer's engagement with a learning setting on learners, staff and senior management, using appropriate measures and tools, and involving appropriate people.</p> <p>5.2 Assess the impact of the engagement on the employer's business and its employees, using appropriate measures and tools, and involving appropriate people.</p>
<p>6. Be able to reflect on own role in the employer engagement process.</p>	<p>6.1 Review the effectiveness of own role in the employer engagement process.</p> <p>6.2 Explain own future development needs in relation to employer engagement.</p>

Unit Title:	Understanding the business landscape
Unit Reference Number:	A/615/6213
Level:	Level 4
Guided Learning Hours:	12
Credit Value:	8
Date of Withdrawal:	N/A
Unit Review Date:	31/07/2022
Sector Subject Area:	15.3 Business Management
Unit Grading Structure:	N/A
Assessment Guidance:	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the types of business organisations, their ownership and structure.	1.1 Explain the range of business structures and the different types of ownership. 1.2 Evaluate the relationship between a business's structure, size and scope and its purpose and priorities. 1.3 Explain how the nature of a business's ownership influences its aims. 1.4 Summarise the range of roles within business structures and analyse how each supports the business in achieving its strategic plan.
2. Understand how political, economic, societal, technological, legal and environmental (PESTLE) factors impact on businesses.	2.1 Summarise the political, economic, societal, technological, legal and environmental factors that impact on businesses. 2.2 Use PESTLE analysis to identify and assess the external factors impacting on three different businesses.
3. Understand the nature of the business landscape at a global and national level.	3.1 Summarise the key features of the national economy, explaining their relevance to a specific sector. 3.2 Analyse current issues facing businesses in a specific sector at a national and global level. 3.3 Explain the potential future impact on a specific business sector of

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	economic trends at a global and national level.
4. Understand the nature of the business landscape at a regional and local level.	4.1 Summarise the key features of the regional economy, explaining their relevance to a specific sector. 4.2 Analyse the local economic landscape, including the contribution of existing businesses and function of business groups (e.g. local chamber of commerce). 4.3 Explain how the local economic landscape impacts local businesses in a specific sector.
5. Understand the role of businesses in skills development.	5.1 Explain techniques and strategies used by businesses to identify and address skills shortages. 5.2 Summarise ways in which businesses can influence and support skills development at a local, regional and national level.

Unit Title:	Understanding secondary, further and higher education and training in England
Unit Reference Number:	T/615/6212
Level:	Level 4
Guided Learning Hours:	12
Credit Value:	8
Date of Withdrawal:	N/A
Unit Review Date:	31/07/2022
Sector Subject Area:	13.1 Teaching and Lecturing
Unit Grading Structure:	N/A
Assessment Guidance:	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the key principles, values, policies, legislation and codes of practice that underpin England's secondary, further and higher education and training system.	1.1 Explain the principles and values that underpin secondary, further and higher education and training in England. 1.2 Explain the role of national government in relation to secondary, further and higher education and training policy and practice. 1.3 Summarise key current policies, legislation and codes of practice relating to secondary, further and higher education and training and how they support young people's progress and achievement.
2. Understand the range of provider types within secondary, further and higher education and training in England.	2.1 Summarise the different types of learning provider within the sector, and the key distinctions between them. 2.2 Analyse the range of local education and training provision of different local secondary, further and higher education and training providers.
3. Understand the roles and responsibilities of key professionals in either secondary, further or higher education and training in England.	3.1 Analyse the main roles and responsibilities in secondary, further or higher education and training of: <ul style="list-style-type: none"> • Governance and trustee boards

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> • senior manager teams • teachers/lecturers/tutors • support and other non-teaching staff <p>3.2 Explain the staffing structure of a specific secondary, further or higher education and training provider.</p> <p>3.3 Summarise the role of key external professionals who regularly work in partnership with either secondary, further or higher learning providers to support young people's learning.</p>
<p>4. Understand curriculum and assessment in either secondary, further or higher education and training in England.</p>	<p>4.1 Explain how secondary, further or higher education and training providers determine their curriculum, including any statutory elements.</p> <p>4.2 Explain how learning is formally assessed and attainment recorded at different stages for learners in secondary, further or higher education and training.</p> <p>4.3 Analyse the impact of different aspects of the national system for curriculum and assessment (e.g. performance tables) on the priorities of secondary, further or higher education and training settings.</p>
<p>5. Understand partnership-working in either secondary, further or higher education and training in England.</p>	<p>5.1 Analyse how secondary, further or higher education and training providers work in partnerships with one another and with other organisations for the benefit of students (including different groups of students) and to deliver on government policies.</p>

Unit Title:	Stakeholder management in the context of the careers, employability and enterprise agenda
Unit Reference Number:	L/615/6216
Level:	Level 4
Guided Learning Hours:	6
Credit Value:	4
Date of Withdrawal:	N/A
Unit Review Date:	31/07/2022
Sector Subject Area:	13.1 Teaching and Lecturing 15.3 Business Management
Unit Grading Structure:	N/A
Assessment Guidance:	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to identify, establish and maintain relationships with stakeholders involved in the careers, employability and enterprise agenda.	1.1 Explain ways to identify potential stakeholder (internal and external) in the careers, employability and enterprise provision. 1.2 Analyse ways of positively engaging stakeholders to support the careers, employability and enterprise agenda. 1.3 Assess different methods of establishing a common sense of purpose and an environment of trust and mutual respect with stakeholders. 1.4 Summarise ways of maintaining positive relationships with stakeholders, including through use of agreed protocols and communication strategies.
2. Understand how to negotiate with stakeholders to support the careers, employability and enterprise agenda.	2.1 Explain how to use different influencing styles when working with stakeholders. 2.2 Summarise the hard and soft skills needed in effective negotiations.
3. Be able to identify stakeholders relevant to the careers, employability and enterprise agenda.	3.1 Identify stakeholders (internal and external) in careers, employability and enterprise provision.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>3.2 Evaluate the roles, responsibilities, interests, concerns and motivations of different stakeholders.</p> <p>3.3 Assess the potential impact on their own organisation(s) of external stakeholders' involvement in the careers, employability and enterprise agenda of learning settings.</p>
<p>4. Be able to establish, develop and maintain relationships with stakeholders to support the careers, employability and enterprise agenda.</p>	<p>4.1 Establish relationships, including across multiple organisations, to support the careers, employability and enterprise agenda of a specific learning setting.</p> <p>4.2 Develop and maintain effective relationships, respecting the differing views, priorities, needs and motivations of stakeholders.</p> <p>4.3 Interact positively with stakeholders, using agreed communication protocols.</p> <p>4.4 Demonstrate appropriate skills (such as negotiation and problem-solving skills) in order to resolve conflicts between stakeholders.</p>
<p>5. Be able to reflect on own role in stakeholder management in the context of the careers, employability and enterprise agenda.</p>	<p>5.1 Review the effectiveness of own role in establishing, developing and maintaining relationships to support the careers, employability and enterprise agenda.</p> <p>5.2 Explain how own future development needs in this area might be met.</p>

Unit Title:	Career guidance and career learning theory
Unit Reference Number:	J/615/6215
Level:	Level 4
Guided Learning Hours:	6
Credit Value:	4
Date of Withdrawal:	N/A
Unit Review Date:	31/07/2022
Sector Subject Area:	13.1 Teaching and Lecturing 13.2 Direct Learning Support
Unit Grading Structure:	N/A
Assessment Guidance:	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand career choice theories.	1.1 Explain theories of career choice and career learning. 1.2 Analyse methods used to make learners aware of career opportunities. 1.3 Analyse ways learners make career decisions.
2. Understand the rationale for career, employability and enterprise related learning and the characteristics of effective practice in this area.	2.1 Analyse the models and characteristics of effective career, employability and enterprise related learning. 2.2 Summarise the benefits of career, employability and enterprise related learning for learners and staff in learning settings. 2.3 Explain the benefits of career, employability and enterprise related learning for employers and the wider economy at a national, regional and local level.
3. Understand the role of motivation and raising of aspirations in career, enterprise and employability learning.	3.1 Analyse theories of motivation. 3.2 Explain why learners need to be motivated to meet their career, employability and enterprise needs. 3.3 Explain why and how learner's aspirations may need to be raised to meet their career, employability and enterprise needs.

Unit Title:	Working with volunteers in the context of the careers, employability and enterprise agenda
Unit Reference Number:	R/615/6220
Level:	Level 4
Guided Learning Hours:	6
Credit Value:	6
Date of Withdrawal:	N/A
Unit Review Date:	31/07/2022
Sector Subject Area:	13.1 Teaching and Lecturing 15.3 Business Management
Unit Grading Structure:	N/A
Assessment Guidance:	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the potential contribution of volunteers in the context of the careers, employability and enterprise agenda.	1.1 Analyse how volunteers can contribute to the careers, employability and enterprise agenda. 1.2 Explain the reasons why volunteers are motivated to engage in the careers, employability and enterprise agenda.
2. Understand how to recruit volunteers to support the careers, employability and enterprise agenda.	2.1 Analyse opportunities and methods for recruiting volunteers to support the careers, employability and enterprise agenda in learning settings. 2.2 Summarise the resource requirements for recruiting volunteers to support the careers, employability and enterprise agenda of learning settings.
3. Understand how to develop and support volunteers working in the careers, employability and enterprise agenda.	3.1 Analyse different methods for assessing volunteers' existing skills and their skills needs in relation to careers, employability and enterprise. 3.2 Summarise different approaches to developing volunteers' skills to help meet the careers, employability and

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>enterprise needs of learning settings.</p> <p>3.3 Summarise the different types of support learning settings may need to provide to volunteers supporting their careers, employability and enterprise agenda.</p> <p>3.4 Explain the importance of providing development and support to volunteers, including the potential impact on retention.</p>
<p>4. Be able to recruit, develop and support volunteers working in the careers, employability and enterprise agenda.</p>	<p>4.1 Demonstrate successful volunteer recruitment to support the careers employability and enterprise agenda.</p> <p>4.2 Provide appropriate support to individual or groups of volunteers.</p> <p>4.3 Develop the skills of individual or groups of volunteers through appropriate development strategies.</p> <p>4.4 Give timely, positive and constructive feedback to volunteers.</p>
<p>5. Be able to manage volunteers supporting the careers, employability and enterprise agenda.</p>	<p>5.1 Use appropriate methods to encourage and motivate volunteers.</p> <p>5.2 Identify and manage any risks associated with the involvement of volunteers.</p> <p>5.3 Deploy volunteers and review their performance to ensure relevant aims and objectives are met.</p>
<p>6. Be able to evaluate activities and achievements of volunteers in the context of the careers, employability and enterprise agenda</p>	<p>6.1 Evaluate the effectiveness of specific careers, employability and enterprise activities involving volunteers.</p> <p>6.2 Assess the specific contribution of individual or groups of volunteers and the impact of their involvement on different stakeholders (including themselves).</p> <p>6.3 Communicate the findings of evaluation activities to volunteers and other stakeholders so that successes can be celebrated and areas for development can be discussed in a constructive manner.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
7. Be able to reflect on own role in working with volunteers in the context of the careers, employability and enterprise agenda.	7.1 Review the effectiveness of own role in the recruitment, development, support and management of volunteers in this context. 7.2 Explain own future development needs in relation to working with volunteers in this context.

Unit Title:	Develop and evaluate careers, employability and enterprise learning
Unit Reference Number:	D/615/6219
Level:	Level 4
Guided Learning Hours:	6
Credit Value:	4
Date of Withdrawal:	N/A
Unit Review Date:	31/07/2022
Sector Subject Area:	13.1 Teaching and Lecturing
Unit Grading Structure:	N/A
Assessment Guidance:	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to develop and evaluate a strategy for careers, employability and enterprise related learning.	1.1 With the involvement of senior management and appropriate stakeholders, develop a strategy for a specific learning setting which includes appropriate objectives, activities and resources for careers, employability and enterprise related learning. 1.2 Determine the organisational roles, responsibilities and requirements for implementing and delivering the strategy. 1.3 Design a means of evaluating the careers, employability and enterprise related learning provision, as detailed in the strategy for a specific learning setting.
2. Be able to evaluate careers, employability and enterprise related learning provision.	2.1 Use appropriate methods and tools to evaluate elements of the careers, employability and enterprise provision in a specific learning setting. 2.2 Analyse findings from the evaluation of careers, employability and enterprise provision in a specific learning setting. 2.3 Present outcomes of a careers, employability and enterprise evaluation, including

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>recommendations, to senior management and appropriate stakeholders, using suitable language and format for intended audience.</p>
<p>3. Be able to reflect on own role in developing and evaluating the careers, employability and enterprise learning provision.</p>	<p>3.1 Review the effectiveness of own role in the development and evaluation process.</p> <p>3.2 Explain own future development needs in relation to the strategic planning and evaluation of careers, employability and enterprise learning provision.</p>

Unit Title:	Designing and delivering training
Unit Reference Number:	Y/615/6221
Level:	Level 4
Guided Learning Hours:	6
Credit Value:	4
Date of Withdrawal:	N/A
Unit Review Date:	31/07/2022
Sector Subject Area:	13.1 Teaching and Lecturing
Unit Grading Structure:	N/A
Assessment Guidance:	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to specify the content for a training session/s.	1.1 Define the session plan and learning outcomes for a specific training session/s to meet agreed aims and purpose.
2. Be able to select training methods for a training session/s.	2.1 Determine the delivery approach for a specific training session/s to match the purpose, context and learner group/s.
3. Be able to select assessment and feedback methods for a training session/s.	3.1 Determine assessment and feedback methods for a specific training session/s that are appropriate to the learners and the focus of the learning.
4. Be able to deliver a training session/s.	4.1 Deliver a specific training session/s to meet the needs of a particular learner group, taking into account learners' learning styles, preferences and levels of prior knowledge or skills. 4.2 Use appropriate teaching and learning strategies to engage and involve all learners. 4.3 Use appropriate assessment approaches to check knowledge, understanding and/or skills development.
5. Be able to review a training session/s.	5.1 Use feedback from others and self-assessment to evaluate the

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	effectiveness of a specific training session/s. 5.2 Explain how a training session/s could be improved including, as appropriate, reference to own delivery style, content, resources, materials and assessment.

Unit Title:	Understanding careers and labour market information in the context of the careers, employability and enterprise agenda
Unit Reference Number:	D/615/6222
Level:	Level 4
Guided Learning Hours:	6
Credit Value:	4
Date of Withdrawal:	N/A
Unit Review Date:	31/07/2022
Sector Subject Area:	13.1 Teaching and Lecturing 15.3 Business Management
Unit Grading Structure:	N/A
Assessment Guidance:	N/A

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the nature of labour market information (LMI) in the context of the careers, employability and enterprise agenda.	1.1 Summarise the different sources, types and characteristics of LMI. 1.2 Analyse the value of information about the current and predicted global, national, regional and local labour market to learning settings in developing and delivering on a careers, employability and enterprise agenda. 1.3 Analyse the concepts of reliability and currency in relation to LMI.
2. Understand the scope and purpose of careers, employability and enterprise related information.	2.1 Analyse the range of information relating to careers guidance, employability and enterprise at a national, regional and local level. 2.2 Summarise the usefulness of available information about UK education and training providers and systems in the context of the careers, employability and enterprise agenda. 2.3 Evaluate the relevance of different information resources that cover each of the learning, employment and enterprise areas.
3. Be able to use LMI with stakeholders.	3.1 Explain the purpose and benefits of LMI to stakeholders.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>3.2 Explain to a specific organisation how LMI can be used to meet their needs and those of their clients.</p> <p>3.3 Synthesise LMI for use in a specific learning setting and evaluate its effectiveness.</p>
<p>4. Be able to reflect on own understanding and use of LMI in the context of the careers, enterprise and employability agenda.</p>	<p>4.1 Review the effectiveness of own understanding and use of LMI in developing and delivering on the careers, enterprise and employability agenda.</p> <p>4.2 Explain future personal development needs in relation to LMI.</p>



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