

# **Internal Assessment Sample Tasks**

**NCFE Level 1 Award in Employability  
Skills (601/4680/1)**

**NCFE Level 1 Certificate in Employability  
Skills (601/4681/3)**

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## Introduction

NCFE has created a set of sample tasks which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for the unit and provide opportunities for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your learners, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the candidate's own work can be clearly judged.
- permit effective discrimination between learners operating at different levels.

Assessors should also refer to the grading criteria glossary of terms which can be found in Section 4 of the qualification specification. More information about internal assessment can be found in our qualification specification in Section 2.

## **Supervision of learners**

Tutors are expected to supervise and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Any work submitted for assessment 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.

## **Supporting learners**

Tutors/Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material however, model or worked answers should not be copied by the learner.

## **Unit 03 Understanding motivation (L/502/3591)**

### **Internal assessment task**

#### **Task 1 (1.1 and 1.2)**

In this task you are going to think about what motivates you and what de-motivates you within a work situation.

Identify 2 key motivators for you within a work situation:

- 1.
- 2.

How does this affect the way you work?

Identify 2 de-motivators for you within a work situation:

- 1.
- 2.

How does this affect the way you work?

#### **Types of evidence:**

- written/pictorial using the Q and A provided
- reflective account
- professional discussion.

## **Unit 03 Understanding motivation (L/502/3591) (cont'd)**

### **Internal assessment task (cont'd)**

#### **Task 2 (2.1 and 2.2)**

In this task you are going to think about examples of how motivated or de-motivated people can affect the work place.

Give 2 examples of how motivated people can have a positive impact on the workplace:

- 1.
- 2.

Give 2 examples of how de-motivated people can have a negative impact on the workplace:

- 1.
- 2.

#### **Types of evidence:**

- written/pictorial using the Q and A provided
- reflective account
- professional discussion.

## Unit 13 Problem solving at work (A/502/3585)

### Internal assessment task

#### Task 1 (1.1)

This task is all about thinking about problems that can arise at work.

Complete the table below

Problems that can arise at work
1 problem that could occur from other people:
1 problem that could occur from a task that has been set:
1 problem that could occur related to the resources that you have or need:

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#### Types of evidence:

- written/pictorial such as the table provided.

## **Unit 13 Problem solving at work (A/502/3585) (cont'd)**

### **Internal assessment task (cont'd)**

#### **Task 2 (2.1, 3.1 and 3.2)**

In this task you will think of ways that a problem can be solved.

Choose one of the problems identified on the table above and list 2 ways the problem might be solved:

- 1.
- 2.

Now identify 1 problem that you have seen at work and use 2 different methods to try and solve the problem.

Review this by thinking about the two following questions:

- Did you solve the problem?
- Which method helped most to solve the problem?

#### **Types of evidence:**

- professional discussion
- question and answer
- expert witness testimony
- reflective account.



## Unit 22 Working in a team (F/502/3586)

### Internal assessment task

#### Task 1 (1.1, 1.2, 2.1, 2.2, 3.1 and 3.2)

In this task you will consider working as part of a team. Complete this short questionnaire to help you to review your own teamwork skills.

In the space below, list 2 characteristics of good team work and give a reason why each of them improves team performance:

1.

2.

List 2 of your own strengths within a team:

1.

2.

Choose 1 of your identified strengths and give an example of how you have used this strength within a team.

Give 2 examples of strengths that others can bring to a team.

1.

2.

#### Types of evidence:

- written/pictorial such as the questionnaire provided
- reflective account.

## Unit 22 Working in a team (F/502/3586) (cont'd)

### Internal assessment task (cont'd)

#### Task 2 (4.1, 4.2, 4.3, 4.4 and 4.5)

This task will give you the opportunity to explore how you participate in a team.

Complete the review record below to show how you contribute to team work and how this can be improved.

Review record	Name and date
In the space below, list goals that have been set as part of team:	
What are your roles and responsibilities within the team? Carry them out.	
What did you do to carry out your own role and responsibility?	
List 2 ways that you supported others in the team: 1. 2.	
How did you make sure that you listened to and considered other people's views when working as part of a team?	
Look back at how you worked as part of a team. List 2 ways that you could improve your teamwork skills in the future: 1. 2.	

#### Types of evidence:

- written/pictorial such as the review record provided
- reflective account
- professional discussion
- expert witness testimony.

## **Unit 31 Job application skills (H/502/3614)**

### **Internal assessment task**

#### **Task 1 (1.1 and 1.2)**

This task will involve creating a folder of the information that you will need for a job application.

- Make a list of the information that you usually need when applying for a job.
- Next collect all of this information and keep it in a folder. It will help if you use dividers to section any different types of information that you think you may need. You will need to use the information in your folder later on.

Useful sections will be:

- personal information-name, address and educational experience
- my skills and qualities
- job roles I am interested in
- any experience I have had in this or any other job role
- examples of job descriptions for the job role that I am interested in
- examples of job application forms
- examples of letters of application.

#### **Types of evidence:**

- folder with appropriate sections.

## **Unit 31 Job application skills (H/502/3614) (cont'd)**

### **Internal assessment task (cont'd)**

#### **Task 2 (2.1 and 2.2)**

In this task you are going to apply for a job vacancy. You will need to think about a job role that you would like to do, what skills and qualities, experience and educational experience you will need for the job and any relevant experience that you may have had. Use your folder to help you.

Apply for a job role by completing an application form.

Write an accompanying letter that you would send with your application form. Remember to:

- use a correct format
- address the letter and add a date
- write the letter in formal language-this is not a letter to someone you know or a friend and so choose the style appropriately
- check the letter for spelling mistakes and to make sure that it reads well.

#### **Types of evidence:**

- completed job application
- accompanying letter.

## **Unit 32 Interview skills (K/502/3615)**

### **Internal assessment task**

#### **Task 1 (1.1, 1.2 and 1.3)**

This task is about knowing how to prepare for an interview. There are different types of interview that you may be involved in. Some interviews are about starting a new school or college, others are about a job or joining a club.

For this task you will produce a pack of useful information that will help you to prepare for any interview. All interviews will have some common expectations and these are listed below. Remember to think about what the person carrying out the interview will expect from you when describing each one. Read through the list and describe each of the following:

- punctuality
- what to wear
- how to behave
- appropriate behavior.

In your pack, as well as the descriptions of each bullet point from the list above, collect other useful information that you think you will need, such as:

- your personal details
- your educational experience
- any experience that you have had that helps to show your skills and qualities.

You will find the information pack useful later on.

#### **Types of evidence:**

- information pack.

## **Unit 32 Interview skills (K/502/3615) (cont'd)**

### **Internal assessment task (cont'd)**

#### **Task 2 (2.1, 2.2, 3.1 and 3.2)**

For this task you will be taking part in a simulated activity. The activity will be an interview. Your Tutor will support you with this activity. The interview that you will be attending will be to join the local college to study a course of your choice. You will make this choice with your Tutor before the interview so that you can both prepare.

You will be given a timeslot to attend for the interview. Your Tutor will interview you during this slot. The interview will include question and answers about the things that you have prepared.

Your information pack can be taken along to the interview and you can share some of the information that you think is useful with your Tutor. For example your Tutor may ask you about why you think that this course is suitable for you. You may need to refer to information about your educational experience as well as any relevant experience that you have that shows your personal skills and qualities too.

Try not to rely too much on the information in your pack when you are talking to your Tutor about your personal details.

Remember when talking to your Tutor to talk clearly, using appropriate language. Listen carefully to the questions that you are asked. If you do not hear the question properly or if you do not understand the question being asked it is better to be honest and apologise. Tell your Tutor that you did not hear the question and would he/she mind repeating it. If you did not understand what is being asked of you apologise to your Tutor and ask him/her if they could kindly re word the question so that you can try to answer it. Don't rush, listen carefully and do your best.

Your Tutor will make notes and offer feedback at the end of the interview. Use this feedback to think about how you think the interview went. What went well and what do you think you could do better?

Give an example of what you could do to make improvements to your interview skills.

Keep all of your notes in your information pack. Well done interviews are not easy!

#### **Types of evidence:**

- observation by Tutor/Assessor during a simulated interview activity
- simulated activity
- learner and peer reports
- expert witness testimonies from manager or supervisor including actual interviews or simulated activities to meet the criteria.

### Unit 33 Writing a CV (J/502/3038)

#### Internal assessment task

#### Task 1 (1.1, 1.2, 2.1, 2.2, 3.1, 3.2)

This task will support you as you prepare your CV. Your CV will be useful when applying for a job or for future training.

1. List the types of information usually needed for a CV.
2. Collect the information that you need for a CV.
3. When thinking about who can be your referee, suggest 2 people who would be suitable as referees and 2 people who would not be appropriate.
4. Choose a suitable layout for your CV, and produce it. You can use the following template as a guide. You may be able to find other examples that you prefer.

<b>Name:</b>	<b>Date of birth:</b>
Address and telephone number:	
<b>Secondary School/College:</b> <i>(List the secondary schools and colleges attended, start with your most recent and add more in the space provided)</i>	
Name of School/College: Dates attended from/to: Qualifications and grades achieved:	
Name of School/College: Dates attended from/to: Qualifications and grades achieved:	
Name of School/College: Dates attended from/to: Qualifications and grades achieved:	

### Unit 33 Writing a CV (J/502/3038) (cont'd)

#### Internal assessment task (cont'd)

#### Task 1 (1.1, 1.2, 2.1, 2.2, 3.1, 3.2) (cont'd)

**Employment:** *(List any employment here starting with your current or most recent)*

Name of employer:

Address of employer:

Dates of employment from/to: *(include a reason for leaving as appropriate)*

Brief outline of duties:

Name of employer:

Address of employer:

Dates of employment from/to: *(include a reason for leaving as appropriate)*

Brief outline of duties:

Name of employer:

Address of employer:

Dates of employment from/to: *(include a reason for leaving as appropriate)*

Brief outline of duties:

References: *(Include the contact details for 2 referees here)*

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#### Types of evidence:

- written/pictorial CV
  - professional discussion
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## **Unit 34 Being safe and healthy at work (M/502/3616)**

### **Internal assessment task**

#### **Task 1 (1.1, 1.2 and 1.3)**

This task will support you to keep safe and healthy at work.

List 3 examples of safe and appropriate behaviour at work:

- 1.
- 2.
- 3.

List 3 examples of unsafe and inappropriate behaviour at work:

- 1.
- 2.
- 3.

Give 2 examples of accidents or problems that can result from inappropriate behaviour at work. Each example must be from a different type of work place:

- 1.
- 2.

#### **Types of evidence:**

- written/pictorial such as the question sheet provided
- professional discussion
- reflective account.

## Unit 34 Being safe and healthy at work (M/502/3616) (cont'd)

### Internal assessment task (cont'd)

#### Task 2 (2.1 and 2.2)

This task requires you to show that you can behave safely at work.

Use the review record below to help you. The review record may be used by your supervisor and must be signed and dated.

Review record	Name and date:
Behave in a safe and appropriate manner in a place of work: <i>(Give 2 examples of when you do this. Your supervisor or Tutor must be able to agree with the evidence that you provide and will sign and date this criteria).</i>	
1.	
2.	
Signed and dated by supervisor/Tutor:	
Review the risks associated with inappropriate behaviour in your place of work. <i>(You may chose a different place of work to review if appropriate).</i>	

#### Types of evidence:

- written/pictorial such as the review record provided.

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