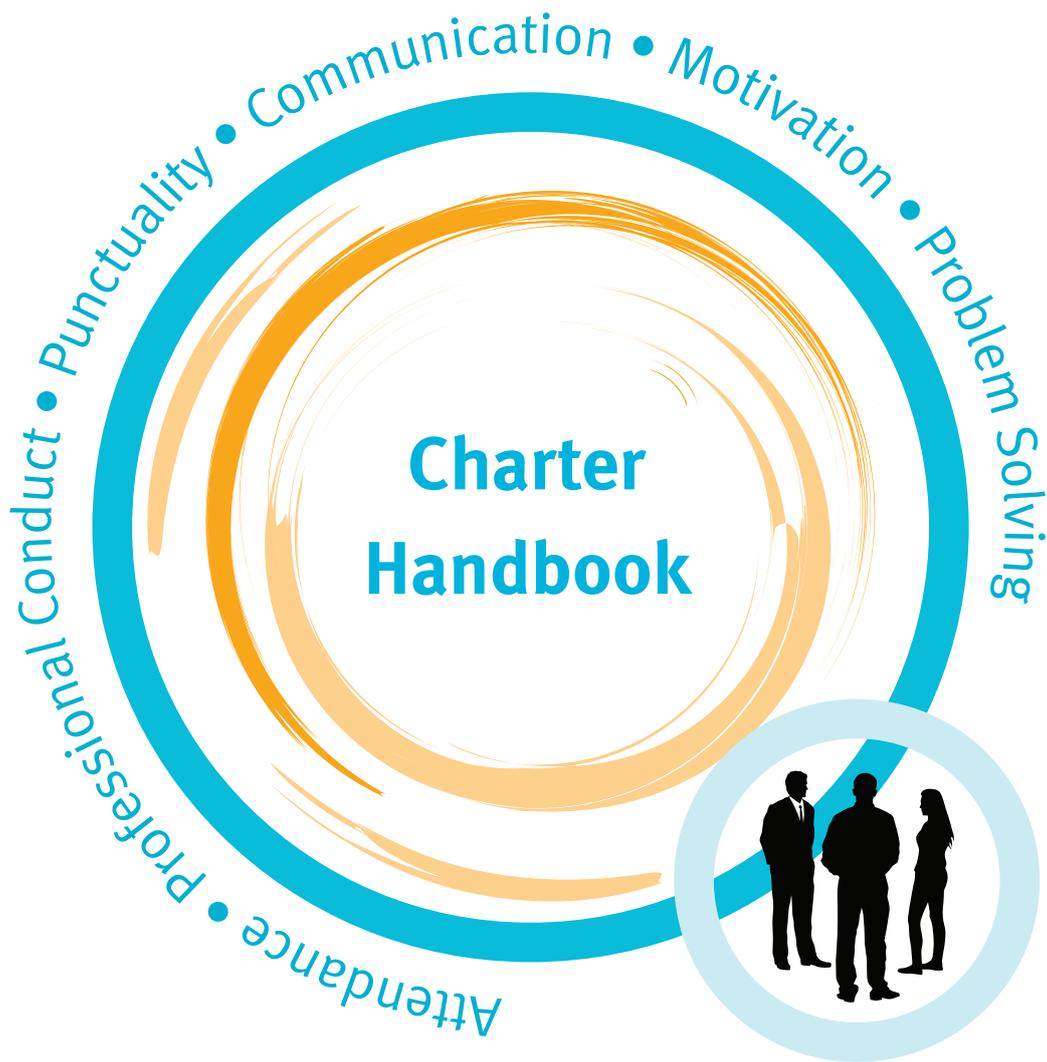


# Employability for Life



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# Introduction

The Employability for Life Charter (EFLC) and/or Charter Plus (EFLCP) are awarded to students Pre or Post 16 respectively for evidencing key 'core skills' that are required by employers in today's competitive labour market.

The award has been developed in partnership with employers and education providers to ensure that young people are enhancing their skills to support their future transition into work. In July 2015 the CBI supported by Pearson published a report titled 'Inspiring Growth' outlining the skills required by employers. The EFL has evolved to support the findings within the CBI/ Pearson report; the national curriculum developments in promoting British Values and the opportunities that exist to develop young peoples' skills and attributes outside of education.

There are three levels to each of the awards; Gold; Silver or Bronze level.

## Benefits of undertaking Employability for Life

- The charter is a standard that accredits the 'core skills' that are used by the majority of students on a daily basis including: communication, behaviour and attitude towards their studies.
- It will support students in identifying their key 'core skills' as well as their strengths and weaknesses and how they can overcome them.
- In understanding key 'core skills' the student can use this evidence to support their own career ideas and transition choices.
- The award is a motivator for students who work hard every day and deserve a recognisable award that employers understand.
- Partners including employers and learning providers will know that when a young person presents their EFLC Award at interview, they will have reached the required standard and have the certificate of evidence for their achievements.
- Students taking their EFL portfolio to interviews are being offered both full-time and part-time jobs.
- Supports OFSTED inspections in providing evidence for young people to talk about the development of their personal and wider employability skills.
- For students not planning to go into work at 16 or 18, the collation of the EFL portfolio will enable them to understand their 'core skills', strengths and weaknesses to support them when they do enter the labour market or further and higher education opportunities.

# Delivering Employability for Life Charter

All portfolios must be produced to a high standard and look professional as they demonstrate to employers the young person's skills and achievements. The portfolio should meet the following standards and supporting evidence:

## Portfolio Standards

1. Attendance and Punctuality
2. Appearance
3. Communication
4. Motivation
5. Professional Conduct
6. Problem Solving

**Evidence must include a minimum of two quality interactions with employers or volunteering agencies using the Witness Statement Form (EFLC 003)**

The material should be presented in a folder and will include:

- a cover page – containing name, establishment and date of submission
- a table of contents (EFLC 001) – each piece of evidence should be page numbered and coded against the six criteria
- the moderation grade sheet (EFLC 002)
- a current CV – that is relevant and up to date
- **a Reflective Skills Statement (EFLC 005)**

*The purpose of the Reflective Skills Statement is to enable the students to reflect on their experiences and consider how they would use their knowledge or skills in the future.*

*In addition, within the appendices there are a number of documents that are tools to support students in providing evidence within their portfolio these include: the Witness Statement, Individual Statement (from the student) or the STAR (Situation, Task, Action, Review) Form.*

*Please note that the STAR Framework will support students in evidencing their problem solving skills. It is also a helpful framework to support students during the interview process for education, employment or training.*

## The portfolio should:

- demonstrate the young person's evidence in working towards and achieving skills that reflect their experiences and confirm they understand their skills set as a result of their experiences
- provide the employer with an easy to read portfolio that will promote and evidence the young person's skills.

### Evidence should:

- demonstrate that each criteria has been met. **To reach a Bronze Award, as a minimum the student must have 3 - 4 pieces of evidence. This can include any of the witness or individual statements or the STAR framework, plus certificates from the education establishment**
- be current and within 2 years of the internal moderation date
- where relevant, signed by a witness and indicate their title and responsibility plus the date for currency
- be page numbered
- be coded to enable the evidence to be cross referenced against other skills
- offer accurate written skills.

### Evidence can:

- be requested from a range of internal departments or external agencies such as: teachers, employers, clubs, charities and volunteering agencies using the Witness Statement Form (EFLC 003)
- include print outs of attendance from MIS Databases
- be included by students using the Individual Evidence Form (EFLC 004)

## Standards and Evidence

There are six key standards with supporting evidence that will enable the development of the portfolio. Evidence listed below is not a definitive list, but examples of evidence that could be included within the portfolio.

### Attendance and Punctuality

<b>Gold</b>	98% + school data	0 lates (excluding proven medical needs. school buses etc.)
<b>Silver</b>	94% + school data	1/2 lates (excluding proven medical needs, school buses etc.)
<b>Bronze</b>	90% + school data	3 lates (excluding proven medical needs, schools buses etc.)

### Appearance

<b>Gold</b>	Has always worn full uniform (or appropriate 'dress') to the highest standard according to schools/Centre's expectations
<b>Silver</b>	Has generally worn full uniform (or appropriate 'dress') to a good standard
<b>Bronze</b>	Generally good but does sometimes need to be reminded of the expectation about school/Centre wear

## Communication

**Standard – Gold** Has an excellent level of communication, both verbal and written skills. Is able to build rapport, empathise, cooperate and collaborate. Can demonstrate skills such as understanding, speaking, listening and interpret information. Can articulate own ideas, concepts or terminology and contribute to discussions. Is always polite and respectful to people and can adapt conversation to suit the situation. Written reports etc. are well written and demonstrate a high standard of English.

**Evidence – Gold** Pupil Voice representing their year group/school; tour guide for parents and key visitors; setting up an enterprise event for the local community; chairing meetings; prepared and led the year assembly; reported to another year group on the learning opportunities for work experience or something similar e.g. DofE Award; completed CV; practise interview activity; involved in Youth Speaks; is an active member of the Young Chambers of Commerce or Young Essex Assembly; been involved with a ‘focus group for designing a website for a particular task.

**Standard – Silver** Has good communications skills both verbal and written. Is able to build rapport, empathise, cooperate and collaborate. Can demonstrate skills such as understanding, speaking, listening, and interpret information. Able to follow instructions issued and will ask if unsure. Is polite and respectful to peers/staff and can be actively involved in a conversation. Written work demonstrates a good standard of English.

**Evidence – Silver** Student council representative; participation in assemblies; regularly showing visitors around the centre; involvement in focus groups for staff interviews; treasurer for the Young Enterprise Group; produced a summary of their work experience for the Resource Centre; completed CV and used in application for practice interviews or post 16 interviews.

**Standard – Bronze** Has displayed an understanding of good communications skills, both verbal and written skills. Listens to instructions issued and can follow them. Becomes involved in a conversation and can offer an appropriate comment/question. Is able to find out the relevant information by asking others in order to complete the task. Written work offers a reasonable standard of English.

**Evidence – Bronze** Has taken part in an assembly; membership of the Young Enterprise Team; has spoken about work experience to their class/group; has been a student receptionist; has completed their CV as part of the practice interviews.

## Motivation

**Standard – Gold** Continually shows persistence and demonstrated high levels of self-motivation and innovation. During this time has shown initiative, creativity and problem solving skills relevant to the task in hand. Is able to think flexibly and work within guidelines. Is able to deal with pressure and think clearly when necessary and make decisions.

**Evidence – Gold** Has achieved 100% attendance across the year/s; has received a number of subject awards/commendations; is a prefect; has attended revision school sessions across the year; has represented the school/centre for District sports; visited a University; has been a peer mentor; is working towards the Bronze Duke of Edinburgh Award; has achieved sport/dance/music certificates.

**Standard – Silver** Demonstrates self motivation in taking forward projects/activities and is able to work reasonably well under pressure; where appropriate uses innovative skills. Can follow instructions that are issued. Can display a good level of problem solving skills and has at times displayed an ability to use personal initiative. Able to show some degree of flexible thinking and can make some decisions with guidance.

**Evidence – Silver** Has achieved 100% attendance in year 9 or 10; has had a report written about their achievements for sport and/or charity in the newsletter; attends the Young Essex Assembly; has attended a number of revisions sessions; has had work displayed in the school/centre.

**Standard – Bronze** Is motivated with guidance to support working through a project/activities; tries to complete tasks when the answers or solutions are not readily available, but can give up when task is too difficult; understands the need to show self-motivation. Is able to set personal goals and work towards these with guidance and support. Sometimes finds it difficult to make decisions in pressured situations.

**Evidence – Bronze** Has visited a local university as part of a programme; has been recognised in a school newsletter for positive activities in their school or voluntary activities; has taken part in the Charities week.

## Professional Conduct

**Standard – Gold** Has proved to be very reliable and demonstrates a positive attitude including good punctuality and attendance. Behaviour has been of an extremely high standard at all times. Demonstrated fairness, equality and respect towards peers, leaders and the public irrespective of religion, ethnicity and gender. Always able to work safely, and understands the safety needs of others who are working nearby. Works well with others and will often take the lead in group situations. Clearly demonstrates a high level of planning and organisational skills when undertaking projects .

**Evidence – Gold** Has performed to a high standard during the work experience placement; has acted as a Peer mentor for new intake; has taken their prefect duties seriously; has attended a number of Primary Liaison meetings and spoken about the school positively; has applied their skills and abilities to their part-time work; has led by example in the Charities week; represented the centre at the Young Enterprise presentations event; has achieved a number of awards for subject and community work.

**Standard – Silver** Has demonstrated a good level of reliability, including punctuality and attendance. Demonstrated fairness, equality and respect towards peers, leaders and the public irrespective of religion, ethnicity or gender. Behaviour is of a very good standard and this allows them to work safely and consider the needs of those around them. Able to work with others and will often offer an input into a group situation and is able to support in the planning and organisation of activities.

**Evidence – Silver** Has done well during work experience, works responsibly while working part-time; has represented the school positively during school events; has undertaken school assemblies, has shown visitors around the school; has achieved awards for community work and subject work.

**Standard – Bronze** Understands the need to be reliable. Has shown a good level of attendance and punctuality. Demonstrated fairness, equality and respect towards peers, leaders and the public irrespective of religion, ethnicity or gender. Is able to demonstrate the basic levels of behaviour which allows them to work safely. Can work in a group, although tends to avoid taking the lead, but can help in planning and organising.

**Evidence – Bronze** Has performed well during the work experience placement; has secured a part-time job through demonstrating good professional conduct; was a member of the Haven Seaport Challenge; has achieved awards for punctuality and attendance.

## Problem Solving

**Standard – Gold** Has clearly demonstrated methodical processes for breaking down problems and finding solutions to difficult or complex issues relating to their education, part-time work or personal situations. Develops creative solutions no matter how hard it is to find the answers or solutions. The solution makes a positive impact on the original problem.

**Evidence – Gold** Developed solutions to problems during work experience and helped the employer/volunteering agency develop new systems to solve problems; has been involved in meetings where problems have been identified and solutions offered by the individual. Has undertaken an activity in which a problem was identified and worked in a team to develop a solution and in turn this has had a positive impact on the original problem e.g. made savings.

**Standard – Silver** Displays a good level of problem solving skills using methodical processes and has at times displayed an ability to use personal initiative. Develops creative ideas with guidance and does not give up no matter how hard it is to find the answers to solutions. Has identified a method to resolve the problem, which has made a positive impact.

**Evidence – Silver** Involvement in problems within Young Enterprise Activities; has worked in a team to resolve problems and developed creative solutions within charity activities; has been involved in coaching/mentoring and worked through problems to support a team.

**Standard – Bronze** Can solve problems with clear guidance and some prompting. Does not give up when working on a solution, but will ask others for guidance. Has some creative ideas that help in identifying solutions. On occasions has used initiative to support in this process and implemented various methods to develop the solution.

**Evidence – Bronze** Has worked in a team event and offered a suitable solution to a problem; offers solutions while working in a part-time job; is able to find solutions to problems given in the classroom.

## Scoring and moderation process

On completion of the student's folder, young people should moderate their own evidence using (EFLC002); this will also support them in writing their Reflective Statement. The scoring table is as follows:

Points for each standard		Overall Grades - Maximum of 48 points	
Gold	6 – 8	Gold	40 – 48
Silver	4 – 5	Silver	29 – 39
Bronze	1 – 3	Bronze	20 – 28

On completion of the student moderation, the EFL Coordinator or Tutors can moderate the folders, followed by the Senior Leader or EFL Co-ordinator, depending on processes and staff capacity within the school. The final process will then involve an external moderator going through a sample of folders to ensure they meet the required standards.

### Moderation dates

In schools/colleges where EFL is established and at least 30 students have completed the Award, EFL Co-ordinators only need to moderate 15% of the EFL folders. Additional support will be given to schools new to the scheme.

Area group moderation event dates will be planned in advance and sent out to the schools and colleges at the beginning of the Spring Term. At these events, folders from all schools offering the Award will be sampled randomly by an external local team.

The annual cycle:

<b>Students complete their folders</b>	End of February
<b>Tutors/coordinators mark folders</b>	March
<b>Senior coordinator verifies folders</b>	March
<b>External assessors undertake moderation</b>	April
<b>Certificates produced</b>	May

## Appeals process regarding the Employability for Life Charter

In the event of an appeal, in the first instance, a candidate or parent should look to resolve the issue concerned with their school/college. Although it is unlikely that the issue cannot be resolved, in exceptional circumstances the Employability for Life Steering Group will make the final decision.

### Written appeals procedure

On receipt of the written appeal, the appeals body will conduct an external assessment which will involve a moderation of the candidate's case.

All schools/colleges taking part in the Employability for Life Charter agree to ensure that each individual's submission will be moderated by staff familiar with the Charter.

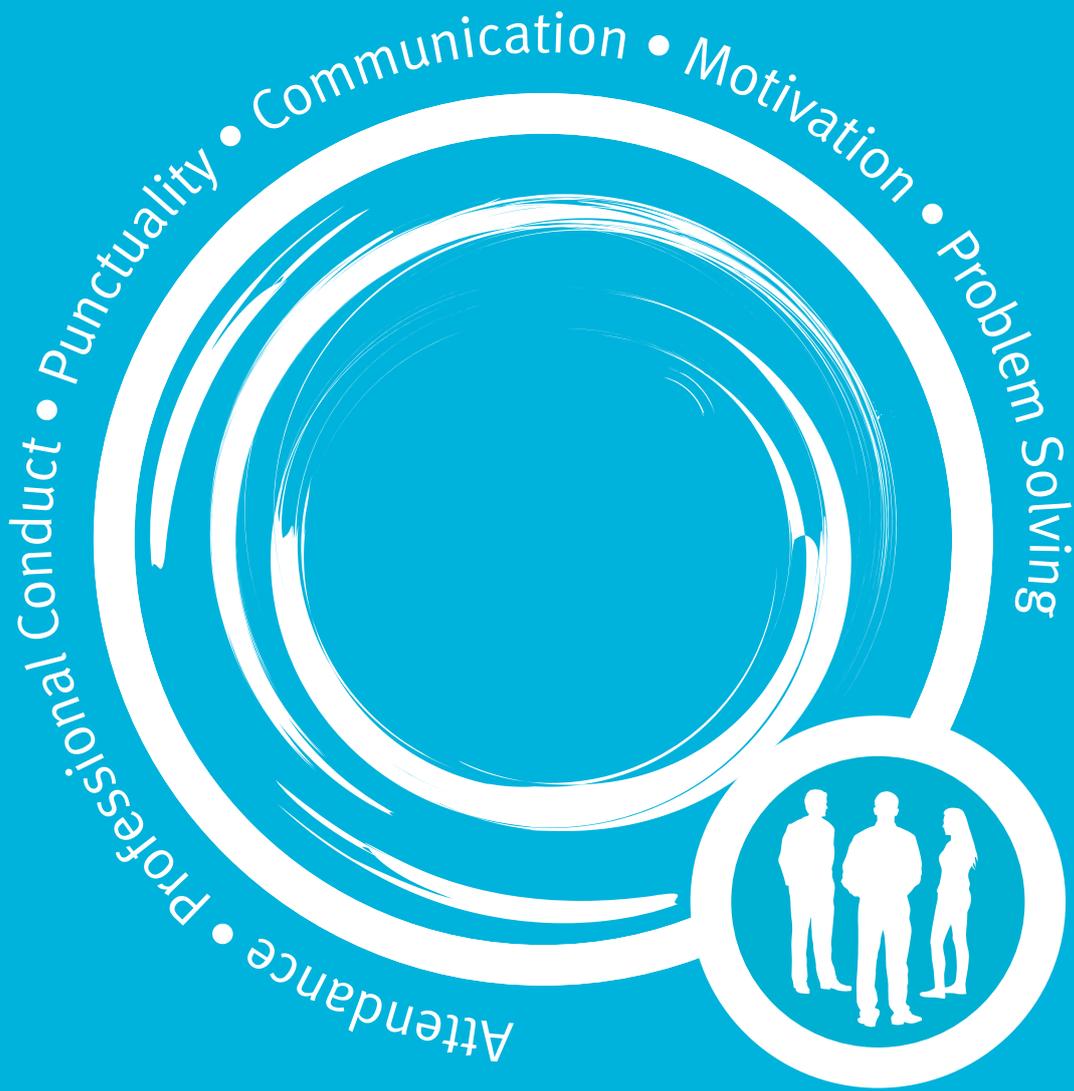
The consistency of the internal assessment is assured through internal standardisation and external moderation.

The appellant will be informed in writing of the outcome of the appeal and of any steps taken to further protect the interests of the candidate.





# Employability for Life



## Appendices

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## Employability for Life Charter

# Table of contents and cross referencing system

Your portfolio and this contents page must contain: evidence of at least two occasions when you have interacted with an employer or volunteering opportunity (highlighted in red on the contents page), a Moderation Sheet , CV and Reflective Statement.

### Key:

**C** = Communication, **M** = Motivation, **PC** = Professional Conduct, **PS** = Problem Solving, **AP** = Attendance and Punctuality, **A** = Appearance

Page Number	Description of evidence submitted	Code (A, AP, C, M,PC,PS)
1	Moderation Grade Sheet	
2	Curriculum Vitae	
3	Reflective Statement	
4	Attendance Sheet	
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		

**Continue on a separate sheet if necessary**

Table of Contents EFLC 001

## Employability for Life Charter

# Moderation Sheet

<b>Name:</b>				
	<b>Student Evidence</b>	<b>Student Grade</b>	<b>Tutor Grade</b>	<b>Moderation Grade</b>
Communication				
Motivation				
Professional Conduct				
Attendance/Punctuality				
Appearance				
Problem Solving				
Employer/Volunteering Engagement Evidence	List the Employer/Volunteering Organisations			<b>No point score required</b>
<b>TOTAL SCORE POINT</b>				

<b>Points for each standard</b>	<b>Overall Grades – Maximum of 48 points</b>		
Gold	6 – 8 points	Gold	40 – 48
Silver	4 – 5 points	Silver	29 – 39
Bronze	1 – 3 points	Bronze	20 – 28

## Witness Evidence Form

<b>Young person's name (in full)</b>
<b>Organisation</b>
<b>Young person's role in organisation/activity</b>
<b>Tick the skills that the young person has demonstrated</b>
Motivation <input type="checkbox"/> Professional Conduct <input type="checkbox"/> Communication <input type="checkbox"/>
Appearance <input type="checkbox"/> Attendance and Punctuality <input type="checkbox"/> Problem Solving <input type="checkbox"/>
<b>What was/is the young person's role?</b>
<b>What did/has the young person achieved?</b>

<b>Name:</b>	<b>Signature:</b>
<b>Role:</b>	<b>Date:</b>
<b>Organisation:</b>	<b>Address:</b>

## Individual Statement Form

<b>Young person's name (in full)</b>		
<b>Responsibility/Activity</b>		
<b>Tick the skills that the young person has demonstrated</b>		
Motivation <input type="checkbox"/>	Professional Conduct <input type="checkbox"/>	Communication <input type="checkbox"/>
Appearance <input type="checkbox"/>	Attendance and Punctuality <input type="checkbox"/>	Problem Solving <input type="checkbox"/>
<b>What was/is your role?</b>		
<b>What did you achieve?</b>		
<b>What has the experience taught you about yourself?</b>		
<b>Signature:</b>	<b>Date:</b>	

## Reflective Statement Form

**Young person's name (in full)**

**What do you understand of the 'core skills' required to support you into employment?**

**What 'core skills' have you developed during your education and extra-curricular activities?**

**What have you learnt about yourself during the development of your portfolio?**

**What 'core skills' will you continue to develop over the next two years?**

**Name:**

**Signature:**

**Date:**

## Situation/Task/Action/Result – STAR Framework

### Evidence for Problem Solving Examples

The STAR framework helps employers and course providers evaluate what skills, qualities and experiences you have that would help you fit with the job, course, company or institution. Use this framework to help describe a problem you have encountered and how you have resolved it.

**Situation** - Provide a short description of the situation that was a problem, it could be: 'during my course' or 'whilst working in a shop'.

**Task** - Briefly explain what it is that you had to do to overcome the problem and what the success criteria was. If you were working as a group explain what the overall task of the group was but be clear about your own role.

**Action** - This is the most important part of any example and you need to include: what, why and how you did it and the skills you used.

## Result

It is important to explain the difference your situation, task and action made; here you can outline what happened as a result of the actions you took; what you would do differently or improve and what impact the actions had on the overall problem.

<b>Student Name:</b>	<b>Witness Name:</b>
<b>Address:</b>	<b>Address:</b>
<b>Date:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Signature:</b>





This information is issued by:  
**Essex County Council**  
**Employability and Skills Team,**  
**Place Operations**

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