



Institute of
accountants &
bookkeepers

IAB Level 3 Diploma in Employment and Workplace Skills

Qualification Specification

Contents

1	Introduction to the qualification	2
2	Statement of level	2
3	Aims	2
5	Entry requirements	3
6	Progression.....	3
7	Units and Learning Outcomes	3
8	Assessment, Achievement and Grading.....	5
	8.1 Methods of assessment.....	5
	8.2 Achievement and grading	5
9	Certification.....	6
10	Reasonable Adjustments and Special Considerations Policy and Procedure	6
11	Enquiries and Appeals Procedure.....	6
12	Unit Specifications.....	6
	Website.....	19
	Contact us.....	19

1 Introduction to the qualification

The Level 3 Diploma in Employment and Workplace Skills qualification is part of the Regulated Qualification Framework (RQF).

The Total Qualification Time (TQT) and Guided Learning Hours (GLH) for this qualification are as follows:

Guided Learning Hours (GLH)	Total Qualification Time (TQT)
240	600

2 Statement of level

This is a Level 3 qualification, as defined within the regulations of the RQF.

3 Aims

This Level 3 Diploma in Employment and Workplace Skills qualification is divided into separate knowledge and skills units.

Successful completion of the units within the Level 3 Diploma in Employment and Workplace Skills will give the learner the skills required to understand the essential elements of career planning and development, how to assess and manage the process of personal and professional development and identify key skills for employment. In addition, the learner will appreciate factors relating to working in a business environment and how resources are controlled and monitored within organizations.

The knowledge gained from completing these units will provide a sound understanding of the significance of skills within the workplace.

4 Target groups

The Level 3 Diploma in Basic Employment and Workplace Skills qualification is primarily designed to appeal to learners in the following groups:

- Learners who already have some employment experience and want to formalise their knowledge and skills by completing an accredited qualification in bookkeeping and accounting.
- Learners who already hold a business qualification wanting to expand their range of knowledge and skills.
- Learners already employed in business roles and wanting to expand their range of knowledge and skills so that they can perform more advanced tasks and take on additional responsibility in the workplace.



- Learners who are currently unemployed and wanting gain the knowledge and skills they need to move into a career in business.
- Learners already self-employed and wanting to expand their range of knowledge and skills so that they can offer a more extensive range of services to a wider client base.

5 Entry requirements

Although there are no formal qualification requirements for this program, it is recommended that learners wanting to study the Level 3 Diploma in Employment and Workplace Skills qualification should already have some knowledge of the work environment.

6 Progression

Holders of the Level 3 Diploma in Employment and Workplace Skills qualification can use the qualification as the basis for progressing to a qualification at a higher level, thereby expanding their range of knowledge and skills.

7 Units and Learning Outcomes

The learning outcomes within each of the units which make-up the qualification are shown below:

Level 3 Diploma in Basic Employment and Workplace Skills (RQF)

Unit title: Career Planning and Development

Learning outcomes:

- 1 Understand information and skill requirements relating to career choice
- 2 Be able to plan own career development
- 3 Understand the job recruitment and appointment process

Unit title: Managing Your Own Performance

Learning outcomes:

- 1 Understand the skills required for managing own performance
- 2 Understand the use of negotiation skills and persuasion in the workplace
- 3 Understand the importance of team working and effective communication

Unit title: Personal and Professional Development

Learning outcomes:

- 1 Understand personal and professional development
- 2 Know how to identify strengths and needs in relation to own planned job role
- 3 Understand how to plan and produce own professional development plan

Unit title: Employment Skills

Learning outcomes:

- 1 Understand the role of employability skills in business
- 2 Understand the roles of mentoring and coaching
- 3 Understand the skills needed for effective team work

Unit title: Working in a Business Environment

Learning outcomes:

1	Understand organisational structures in different business environments
2	Understand financial management and budgeting relevant to the workplace
3	Understand principles of project management

Unit title: Managing Organisational Resources	
Learning outcomes:	
1	Understand how business organisations manage the use of resources
2	Understand health and safety in the business environment
3	Understand organisational values, culture and diversity

8 Assessment, Achievement and Grading

8.1 Methods of assessment

The assessment for this qualification consists of a set of six assignments that the learner is required to complete. This will require a combination of knowledge gained from the learning material, findings from research and any experience gained from the workplace.

The assessment titles and methods of assessment are shown below:

Assessment Title	Method of Assessment
Career Planning and Development	Assignment
Managing Your Own Performance	Assignment
Personal and Professional Development	Assignment
Employment Skills	Assignment
Working in a Business Environment	Assignment
Managing Organisational Resources	Assignment

8.2 Achievement and grading

To successfully achieve the Level 3 Diploma in Employment and Workplace Skills qualification learners must demonstrate competence in all six units of which the qualification is comprised. Learners are assessed as Pass or Fail.



The qualification is not graded. On successful completion of each of the units the learner will be awarded a Pass in the unit completed.

Learners studying without being attached to an IAB accredited training centre may need to contact the IAB directly for further information on assessment, achievement and grading.

9 Certification

On successful completion of the qualification the learner will receive a Level 3 Diploma in Employment and Workplace Skills. A certificate will be issued to the learner confirming that they have demonstrated competence in the learning outcomes and assessment criteria in each of the six units making-up the qualification. The certificate will identify the learner by name and will include the full title and accreditation number of the qualification.

Prior to issue of the Unit Certificate of Completion (RQF) a fee per qualification must be paid to the IAB. Details of these fees are available on our current fees list which can be accessed online, alternatively please contact the Education Team.

10 Reasonable Adjustments and Special Considerations Policy and Procedure

Please refer to the IAB website www.iab.org.uk for a copy of this policy and procedure or contact the Education Department of the IAB.

11 Enquiries and Appeals Procedure

Please refer to the IAB website www.iab.org.uk for a copy of this procedure or contact the Education Department of the IAB.

12 Unit Specifications

The specifications for each of the six units of which the qualification is comprised are shown below:

Unit title	Career Planning and Development	
Level	3	
Credits	10	
GLH	40	
Learning Outcomes		Assessment Criteria
1 Understand information and skill requirements relating to career choice		Learners are required to demonstrate they: 1.1 Identify sources of careers information for personal use 1.2 Describe pathways relevant to chosen career 1.3 Describe relevant tools used for job searching and networking Indicative content: • Sources of information • Career pathways • Career and job opportunities • Career choices • Social networks and platforms • CV preparation • Job market trends
2 Be able to plan own career development		Learners are required to demonstrate they: 2.1 Undertake a skills audit to determine skills necessary for chosen career 2.2 Identify options for work experience and training 2.3 Produce a career development plan to prepare for a specified career Indicative content: • Skills audits • Developing self • Types of skills – current skills, occupational skills, transferable skills, work-specific skills • Transferable skills – life skills, numeracy, literacy, vocational, research • Time management – workload prioritisation, prioritising tasks, scheduling, planning • Team working • Different work experiences – full-time and part-time employment, unpaid roles, voluntary work, agency work, shadowing and covering other employees

	• Training and development methods • Personal career objectives • Career development planning – personal development plans, skills gap, SWOT analysis, portfolio development • Continuous professions development – short courses, micro-credentials
3 Understand the job recruitment and appointment process ,	3.1 Identify sources to find appropriate job vacancies 3.2 Describe how to understand in job application documents 3.3 Identify ways to prepare for a job interview Indicative content: • Employment information – websites, advertisements, employment agencies, recruitment events, social media • Documents – CV, covering letter, application forms • Information content – honest, valid, current, concise • Preparation – research, key questions, information required • Interview skills – confidence, responsiveness, personality, body language • Personal appearance – clothing, expressions, manners, politeness, tone of voice • Assessment processes – types of questions, (open/closed, direct/ indirect, etc), activities, self-reflection • Selection activities – presentations, group activities, role play, simulations • Post-interview review – self-evaluation, feedback

Unit title	Managing Your Own Performance	
Level	3	
Credits	10	
GLH	40	
Learning Outcomes		Assessment Criteria
1	Understand the skills required for managing own performance	Learners are required to demonstrate they can: 1.1 Identify expectations for appropriate attitudes, skills and behaviours in the place of work 1.2 Describe different methods of reviewing own skills used for managing performance 1.3 Explain the benefits of work-life balance for employees Indicative content: • Attitudes, skills and behaviours • Key responsibilities and their importance • Mindset qualities – honesty, commitment, flexibility, accountability • Managing own performance • Main benefits – value, commitment, workplace welfare, job satisfaction, lower stress • Target setting – SMART objectives, personal goals • Progress reviews – past performance, performance metrics, goal achievement, feedback, appraisals and reviews • Reflective practice – performance reviews, progress monitoring, target revision • Development needs based on assessment of previous performance
		Learners are required to demonstrate they can: 3.1 Explain the importance of good negotiating skills and persuasion in the work place 3.2 Explain different negotiation techniques 3.3 Be able to review own skills in negotiating Indicative content: • Negotiation processes – strategies for resolving disputes, fair consensus, win/win scenarios • Negotiation skills – listening, persuasion, common ground,
2	Understand the use of negotiation skills and persuasion in the workplace	

	bargaining, compromising • Identification of areas for improvement • Conflict resolution – pay agreements, performance targets, duty rots, responsibilities • Communication skills – verbal, non-verbal, body language, persuasion, empathetic response, active listening • Team working – respect, agreed outcomes, decision making • Problem analysis and solving skills • Planning and review
3 Understand the importance of team working and effective communication	Learners are required to demonstrate they can: 3.1 Explain the benefits and challenges of working as a team 3.2 Explain the role of effective communication and interpersonal interaction in business 3.3 Describe factors that influence communication and interpersonal interaction Indicative content: • Benefits and challenges of team working • Mutual synergy – balance of skills, shared responsibility, sense of belonging, value • Strengths and weaknesses of individuals – skills, attitudes, contributions, responsibilities • Planning for challenges – identification, measurement of impact, decision making, leadership roles • Communication skills – listening, instruction, understanding, accept feedback, give advice, • Communication as exchange of information • Channels of communication – theories and models • Barriers to effective communication – noise, environmental factors, disabilities and sensual issues, language, culture • Training and development for improvement

Unit title	Personal and Professional Development
Level	3
Credits	10
GLH	40

Learning Outcomes	Assessment Criteria
1 Understand personal and professional development	Learners are required to demonstrate they can: 1.1 Explain the meaning of personal and professional development 1.2 Evaluate the benefits of personal and professional development 1.3 Explain sources of information on personal and professional development requirements Indicative content: • Differences between personal and professional development-skills required • Benefits of effective development – financial, status, promotion, confidence and self-esteem, skills, knowledge • Information sources – job description, person specification, career pathway, progression, industry standards, professional organisations • Support – employer (managers, directors, etc), employees (leaders, mentors, trainers, coaches, external professionals)
2 Know how to identify strengths and needs in relation to own planned job role	Learners are required to demonstrate they can: 2.1 Explain the benefits of reviewing own strengths and needs 2.2 Describe different methods of reviewing own strengths and needs 2.3 Describe ways of monitoring own performance Indicative content: • Process of review cycle – Assess - Plan – Do – Review • Benefits of review – assesses performance, knowledge and skills, identifies strengths and weaknesses, plans development to fill skills gap • Review stages – reflection, self-evaluation, discussion, idea sharing, brainstorming, appraisals, interview, feedback • Monitoring - review performance to date, compare against expected standards, set objectives and goals, provide feedback

3 Understand how to plan and produce own professional development plan	Learners are required to demonstrate they can: 3.2 Describe how to agree and set goals for development relating to the workplace 3.2 Describe the resources and activities available to meet the objectives of a professional development plan 3.3 Explain the importance of monitoring the progression of agreed development activities Indicative content: • Trends – within own organisation or industry, matched to professional development, changes in technology or processes, market demands and needs, competition, legislation, environmental factors • Using SMART technique to set objectives, realistic goals • Review of knowledge and skills • Plan development to address trends identified • Types of resources, internal/external, tangible/intangible, financial, learning and development related, time, materials • Resource requirements – needed to meet objectives, records of available resources, planned requirements, procurement planning • Monitoring – matched to objectives and targets, justification for need, cost implications, corrective action
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Unit title	Employment Skills	
Level	3	
Credits	10	
GLH	40	
Learning Outcomes		Assessment Criteria
1 Understand the role of employability skills in business	Learners are required to demonstrate they can: 1.1 Explain the meaning and significance of employability skills 1.2 Review own communication and interpersonal skill strengths and areas for development 1.3 Describe the elements of excellent customer service Indicative content: • Nature of skills – knowledge, capability, personal qualities,	

	values, understanding of job requirements • Communication skills – communication cycle, verbal, non-verbal, listening, empathy, body language, clarity of instruction, language, mirroring, gestures, facial expressions, personal space • Self-assessment – evaluation of own skills, ability to be understood, effective instructions, accuracy of understanding and reporting • Types of customers – internal and external • Principles of good customer service – definition, expectations, examples • Costs and benefits of customer service • Key components - professionalism, expertise, reassurance, confidence, social skills • Complaints and issues – listening, responding, empathy, resolution, negotiation • Ethos of customer first and excellence
2 Understand the roles of mentoring and coaching	Learners are required to demonstrate they can: 2.1 Define the purpose of mentoring and coaching 2.2 Describe situations when mentoring is commonly used 2.3 Describe the benefits of coaching Indicative content: • Development approaches – training, coaching, mentoring, shadowing • Mentoring – to develop knowledge and skills, provide support and encouragement, personal and professional development, demonstrate roles of others, encourage expertise and support • Coaching – focus on solutions, customer-centred, results-based, improved performance • Development opportunities – induction, in-job learning, project work, career planning and progression, learning qualification courses, internal experiences, preparing for change, coping with difficulties (e.g. redundancy, job changes, etc) • Benefits – supports knowledge and skill development, awareness of preparedness of situations, increased confidence, career progression, increased motivation, effective time management, optimises potential, improves

	morale, strengthens organisational commitment
3 Understand the skills needed for effective team work	Learners are required to demonstrate they can: 3.1 Explain the skills needed for a team to work well together 3.2 Describe the behaviours expected when working in a team 3.3 Prepare an action plan to develop personal skills for leadership and management Indicative content: • Essential team skills - communication, listening, following instructions, asking and responding to questions, sharing ideas, disseminating information • Interpersonal skills - helping others, amenable, open, able to accept advice, feedback and criticism, self-management skills, time management, reliable, punctual, conscientious • Team behaviour – contribute, listen to views of others, consult with others, respect others, reach and follow group decisions, maintain confidentiality • Leadership and management – key differences, demonstrate empathy, show courage, be positive, lead by example, avoid difficult situations and fire-fighting, • Leadership styles: autocratic, paternalistic, democratic, laissez-faire, selecting suitable leadership style for different situations. Developing skills - advice, supervision, appraisal targets, training opportunities, experience from other interests, voluntary activities providing opportunities and challenges

Unit title	Working in a Business Environment	
Level	3	
Credits	10	
GLH	40	
Learning Outcomes		Assessment Criteria
1	Understand organisational structures in different business environments	Learners are required to demonstrate they can: 1.1 Describe the purpose and scope of different types of businesses 1.2 Describe the types of organisational structure used within a business environment 3.1 Describe the main functions of an organisation Indicative content: • Business – meaning aims, purposes scope of products and/or services, sole trader, partnership, private, government departments, charities, local authorities • Organisational structures - flat, horizontal, hierarchical, matrix, team based, network • Sectors - private sector, public sector, third sector/voluntary organisations sole trader, partnership, private, government departments, charities, local authority, private sector, public sector, third sector/voluntary organisations • Business and business environment - internal environment and external environment. Use of SWOT and PEST analysis and their significance in business decision making. • Functions of an organisation • Communication channels - internal communication, external communication to customers, potential customers, stakeholders, auditors, centralised systems; networks, formal meetings, minutes, informal communication, use of media • Lines of control and accountability - reporting structures, roles and responsibility for task/project/money/product.
		Learners are required to demonstrate they can: 2.1 Explain the main financial considerations for a business 2.2 Explain how to calculate the estimated costs needed to achieve business objectives
2	Understand financial management and budgeting relevant to the workplace	

	2.3 Explain the cycle of business planning and budget-setting Indicative content: • Sources of finance for a business - revenue, start-up and running costs, break-even. assets, liabilities, capital, concept of cash flow, the financial information required by HMRC • Types of costs: direct, indirect, materials, labour, overheads, fixed, variable, semi-variable • Budget cycle: key factors, existing budgets, sales budget, debtors' budgets, creditors' budgets, production cost, raw materials, finished goods • Purpose - forecasting, controlling, motivating individuals to achieve agreed performance levels, resolving conflict of interest between functional areas.
3 Understand principles of project management	Learners are required to demonstrate they can: 3.1 Describe the purpose of project management 3.2 Outline the process of project management 3.3 Describe the skills and knowledge necessary for project management Indicative content: • Purpose of project management - managing complex tasks/activities, plan all options, needs of all stakeholders, activities and resources to be planned to achieve outcomes, activities planned in parallel, risk management, used for projects of different sizes/complexity; applied to range of projects • Process of project management: consult stakeholders, establish goals, agree detailed specification, plan project, financial planning, contingency planning, identify project team, delegate tasks, monitor progress, adapt plans, keep stakeholders informed, complete project, review and report outcomes • Skills: leadership, organisational, negotiation, attention to detail, methodical, planning, motivating, communication, time management, resource aware, record keeping, risk assessment and management, able to manage others, good facilitator, accountable, honesty, negotiation, able to solve problems • Knowledge: content of project agreed by all stakeholders,

	timescales agreed, purpose clear, roles and responsibilities, contingency planning
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Unit title	Managing Resources	
Level	3	
Credits	10	
GLH	40	
Learning Outcomes		Assessment Criteria
1	Understand how business organisations manage the use of resources	Learners are required to demonstrate they can: 1.1 Explain the various resources that are needed in successful management of an organisation 1.2 Explain how and why resources must be managed 1.3 Identify the types of technology used in business Indicative content: • Types of resources – categories, necessary resources for specific industries and sectors • Significance of resources – purpose, management, conservation, sustainability • Monitoring – key factors, impact of monitoring processes, efficiency, benchmarking • Best practice – sound policy, justification, benefits • Types of technology used – production, learning, AI, augmented reality, robotics, internet, virtual communication • Benefits of use of technology – capacity, cost, speed of operations, scale, new product development, improving efficiency, productivity • Skills required – technical, practical, managerial, research, creativity, task focus, skills gaps • Innovation – invention new products, ongoing improvements, forecasting need, cost/benefit analysis
		Learners are required to demonstrate they can: 2.1 Explain own responsibilities for keeping self and others safe in the workplace 2.2 Describe common workplace hazards
2	Understand health and safety in the business environment	

	2.3 Explain the types of emergency that can occur in the workplace Indicative content: • Responsibilities of employees – health & safety, training and development, identifying risk, taking appropriate action, reporting issues • Sources of support – managers, supervisors, HRM department, safety advisers • Workplace hazards – types, identification, management, safety warnings and precautions • Emergencies – accidents, health risks, fire, spillage, chemical dangers, power failure, terrorism
3 Understand organisational values, culture and diversity	Learners are required to demonstrate they can: 3.1 Explain the factors to be considered when planning workforce recruitment and employment rights and responsibilities 3.2 Explain the interrelationship between organisational values and organisational culture 3.3 Describe the benefits of diversity in the workplace Indicative content: • Processes involved – skills audit, skills gap analysis, knowledge and expertise, planning for changing demands, management of operations • Key factors – organisational and market needs and demands, environmental factors (PESTLE), labour supply and demand, labour costs, workforce skills, legislation and government policy • Approaches – recruitment, advertising, social media, networking, professional networks internal positions, recommendations • Performance – job appraisal, performance measurements, productivity, dealing with poor performance and attitude, changing workloads, moral and ethical considerations • Rights and responsibilities – employment legislation, employer's duty of care, training and development, contract terms and conditions, workplace welfare, information held, data protection • Grievance – grounds for concern, approaches to resolution, policies and procedures, key stages • Organisational values – impact, effect on motivations,

	treatment of workforce, stakeholders, sustainability, corporate social responsibility • Theories and types of organisational culture – power, role, task, person, clan, adhocracy • Influences on culture – history of organisation, size, changes, function, focus, priorities, location, management • Ethics – professional ethics and business ethics, values • Diversity – benefits as increased productivity, creativity, cultural awareness, reputation, marketing opportunities
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