

ASDAN Employability qualifications Entry levels 2 and 3

Standards with
guidance



Qualification codes

| Title and level | Guided learning hours (GLH) | Total qualification time (TQT) | Accreditation number |
|--|-----------------------------|--------------------------------|----------------------|
| ASDAN Entry level 2 Award in Employability | 48 | 60 | 600/7772/4 |
| ASDAN Entry level 2 Certificate in Employability | 120 | 150 | 600/8014/0 |
| ASDAN Entry level 3 Award in Employability | 48 | 60 | 600/8012/7 |
| ASDAN Entry level 3 Certificate in Employability | 120 | 150 | 600/8015/2 |

Employability qualifications standards with guidance: Entry levels 2 and 3

| Review history | | |
|----------------|---|--------------|
| Date | Change detail | Section |
| 2013 | Document created. | All |
| 2015 | Updated cover design. | Cover |
| January 2018 | Updated introduction. | Introduction |
| September 2023 | Updated design template. Updated introduction. Updated guidance – changes to wording only, to improve clarity and consistency. Updated to incorporate current versions of specifications as of July 2023. | All |

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Guidance for assessing Employability

Introduction to the qualifications

ASDAN's Employability qualifications are available at four levels: Entry level 2, Entry level 3, Level 1 and Level 2.

They are accredited by Ofqual, and CCEA and listed in England and Northern Ireland in the Register of Regulated Qualifications. In Wales, they appear in the Qualifications in Wales (QiW) database.

The ASDAN Entry level qualifications in Employability are designed to help candidates develop the skills needed to become successful employees. The primary purpose of these qualifications is to support them in overcoming barriers to entering work. They are primarily intended for young people and adults who are not yet ready for employment but for whom a job is a realistic aim within a reasonable timescale. They may also suit those experiencing the workplace for the first time that need to develop employability skills.

Qualification end dates

The ASDAN Employability qualifications have two end dates:

- Registration end date: last date for registration of learner
- Certification end date: last date for certification of learner

| Title and level | Accreditation number | Registration end date | Certification end date |
|--|----------------------|---|---|
| ASDAN Entry level 2 Award in Employability | 600/7772/4 | 31/08/2024 in England and Northern Ireland | 31/08/2026 in England and Northern Ireland |
| ASDAN Entry level 2 Certificate in Employability | 600/8014/0 | | |
| ASDAN Entry level 3 Award in Employability | 600/8012/7 | 30/09/2024 in Wales | 30/09/2026 in Wales |
| ASDAN Entry level 3 Certificate in Employability | 600/8015/2 | | |

Guidance for assessing Employability

Unit titles and codes: Entry level 2

| Unit code | ASDAN code | Unit title | Credit value |
|-------------|------------|--|--------------|
| R/504/5253 | MWSE2 | Maintaining work standards | 2 |
| F/504/5149 | EJOE2 | Exploring job opportunities | 2 |
| J/504/5184 | LWEE2 | Learning through work experience | 3 |
| Y/504/5142 | CWOE2 | Communicating with others at work | 1 |
| Y/504/5139 | CSE2 | Customer service | 2 |
| H/504/5175 | HSWE2 | Health and safety in the workplace | 2 |
| M/504/5213 | PRLE2 | Planning and reviewing learning | 2 |
| F/504/5216 | RRWE2 | Rights and responsibilities in the workplace | 1 |
| A/ 504/5229 | TPWE2 | Tackling problems at work | 1 |
| L /504/5235 | TTWE2 | Travelling to work | 2 |
| H/504/5256 | WWNE2 | Working with numbers | 2 |
| F/504/5247 | WWOE2 | Working with others | 2 |

CORE

Guidance for assessing Employability

Unit titles and codes: Entry level 3

| Unit code | ASDAN code | Unit title | Credit value |
|------------|------------|--|--------------|
| L/504/5252 | MWSE3 | Maintaining work standards | 3 |
| F/504/5037 | CEE3 | Career exploration | 2 |
| R/504/5026 | AJBE3 | Applying for a job | 2 |
| A/504/5148 | EJOE3 | Exploring job opportunities | 1 |
| F/504/5183 | LWEE3 | Learning through work experience | 3 |
| F/504/5152 | ESE3 | Enterprise skills | 1 |
| R/504/5141 | CWOE3 | Communicating with others at work | 1 |
| R/504/5138 | CSE3 | Customer service | 2 |
| M/504/5146 | EBEE3 | Exploring business and enterprise | 1 |
| D/504/5174 | HSWE3 | Health and safety in the workplace | 2 |
| Y/504/5206 | OLWE3 | Opportunities for learning and work | 2 |
| T/504/5200 | OBWE3 | Overcoming barriers to work | 1 |
| K/504/5209 | PEAE3 | Participating in an enterprise activity | 2 |
| K/504/5212 | PRLE3 | Planning and reviewing learning | 2 |
| A/504/5215 | RRWE3 | Rights and responsibilities in the workplace | 1 |
| Y/504/5223 | TPWE3 | Tackling problems at work | 1 |
| K/504/5257 | UAGE3 | Using advice and guidance | 1 |
| D/504/5255 | WWNE3 | Working with numbers | 2 |
| A/504/5246 | WWOE3 | Working with others | 2 |

CORE UNITS

Guidance for assessing Employability

Introduction to the guidance

This guidance focuses on the units that make up the ASDAN Employability qualifications at Entry levels 2 and 3, and the steps that need to be taken to ensure that candidates provide appropriate evidence for accreditation. Staff involved in delivering learning and assessing performance should be experienced teachers/trainers and assessors, or be supported by staff with appropriate expertise. Tutors, assessors and internal moderators/verifiers must have access to this guidance.

This document includes the units of assessment for the Entry level 2 and 3 qualifications, together with a description of the type and quantity of evidence that will help candidates demonstrate that they have met the required standards to achieve the qualification.

The guidance for these units has been written in a format that takes account of feedback received from practitioners and external moderators about previous versions. It emphasises what candidates should know, understand or be able to do independently when tackling a particular unit and identifies when it is appropriate for tutors to provide advice. There are suggestions of suitable activities for assessment, and examples that illustrate the quality and quantity of evidence assessors should expect to show that candidates are clearly meeting the required standard for the level they are working at. The guidance does not address every single assessment criterion; additional information is not provided for criteria that can be easily understood.

The function of the Employability guidance is to:

- provide amplification of the standards, ie to provide the sort of detail that would help to clarify and/or interpret the standards.
- highlight mandatory requirements; this has been highlighted in bold where it applies, for example: **E2.1.3 Identify skills and qualities they would need to do two particular jobs**. Candidates must consider **two** different jobs... Where a mandatory requirement has been included, the ASDAN resource sheets (see page 11) have been written to capture this requirement, eg by including two questions or bullet points for two different examples.
- to help centres make sure that candidates produce the quality of evidence that will meet the criteria at the specified level.

Guidance for assessing Employability

Route towards achievement

| Candidate activity | Role of central staff | Contribution to the final portfolio of evidence |
|--|---|--|
| <p>Candidates who are not yet ready for assessment develop and practise skills through appropriate activities.</p> | <p>Tutors guide candidates on the choice of units and practice activities to develop their skills.</p> <p>Tutors provide feedback on skills development.</p> | |
| <p>Candidates undertake activities that will allow them to meet the requirements of the chosen assessment units. As they carry out the activities they complete the appropriate resource sheets.</p> <p>Candidates collect any supplementary evidence needed to show they have met the all the requirements of the qualification. This could include products of tasks undertaken, reports and witness statements, photographs and video/ audio recordings.</p> <p>Candidates organise all of their evidence in a portfolio and include blank assessment checklists.</p> | <p>Tutor guide candidates in choosing appropriate activities to evidence the selected assessment units and on completing the resource sheets.</p> <p>Tutors/other relevant people complete observation checklists and witness statements.</p> <p>Tutors guide candidates on building their portfolio to ensure there is a simple referencing system and ease of accessibility for assessors and moderators.</p> | <ul style="list-style-type: none"> • Completed ASDAN resource sheets, which are available to registered centres in the members area of the ASDAN website. • Supplementary evidence to support the resource sheets. |

Guidance for assessing Employability

| Candidate activity | Role of central staff | Contribution to the final portfolio of evidence |
|--|---|--|
| <p>Following internal assessment, candidates provide additional evidence, if required.</p> | <p>Internal assessment</p> <p>For each assessment unit, tutors/assessors judge each candidate's evidence against the learning outcomes and assessment criteria.</p> <p>Internal moderation</p> <p>A designated internal moderator/verifier (from the centre) samples portfolios to ensure that standards and expectations are consistent across all assessors within the organisation.</p> <p>Feedback is given to assessors.</p> | <p>Assessment checklists that reference the evidence for each unit and identify where it can be found in the portfolio.</p> <p>Assessment checklists must be signed off by the candidate, the assessor and the internal moderator.</p> |
| <p>External moderation</p> | | |

Unit MWSE2: Maintaining work standards

Introduction

This unit is about candidates understanding that organisations have certain expectations about timekeeping and attendance, and understanding how activities should be carried out.

When candidates have completed the unit they should be able to describe the attendance and timekeeping requirements of their own organisation and complete tasks to specified standards. The unit gives candidates an opportunity to demonstrate that they know how to be reliable and conscientious.

Although evidence may be produced from education or training settings, or in work contexts, eg as a volunteer in a charity shop, all candidates should be encouraged to recognise that the knowledge and understanding they are developing through completing this unit is directly transferable to any workplace.

At this level...

An Entry level 2 candidate should be capable of understanding the difference between good and bad timekeeping, and between good and poor attendance. It is expected that they would be given guidance on the particular requirements in their own organisation, but should then be able to use this information to show they know what to do if they are going to be late or are unable to attend.

At this level, candidates should be able to follow simple instructions. Tasks and activities will have simple steps and be undertaken in familiar contexts. Once candidates have had the opportunity to follow easy steps to carry out simple activities on a number of occasions, they should be capable of completing these tasks with minimal guidance.

Unit MWSE2: Maintaining work standards

| | | | |
|--------------|--|---------------------|---|
| Aim | To enable learners to show they understand the standards required for attendance and timekeeping in their own organisation and to demonstrate they can follow instructions to complete activities to a specified standard. | | |
| Level | Entry level 2 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| E2.1 Understand timekeeping and attendance requirements | E2.1.1 Describe good timekeeping E2.1.2 Describe good attendance E2.1.3 State the requirements for timekeeping and attendance in own organisation E2.1.4 Describe what to do if late or unable to attend |
| E2.2 Be able to complete activities to the required standard | E2.2.1 Identify the standard required for a given activity in terms of quality and timescale E2.2.2 Follow steps to complete the activity to the required standard E2.2.3 Follow safety procedures when carrying out the activity E2.2.4 Use help if needed |

Guidance for Entry level 2: Maintaining work standards (MWSE2)

Assessment and evidence

E2.1.1 Describe good timekeeping. E2.1.2 Describe good attendance. The candidate should be able to illustrate their understanding of good timekeeping by describing the behaviour of someone who is always on time at the beginning of the day, is punctual for sessions/meetings during the day and who returns promptly after any breaks. They should have an understanding that good timekeeping is also relevant in their personal life, eg turning up on time for an appointment at the doctor's or hospital; meeting someone at an agreed time. Someone who has good attendance consistently turns up at their school, college, training centre or workplace when scheduled to do so.

E2.1.3 State the requirements for timekeeping and attendance in own organisation.

E2.1.4 Describe what to do if late or unable to attend. As a minimum, the requirements for timekeeping should relate to start and finish times at the beginning/end of the day and any coffee/meal breaks. Candidates must show they know what they should do if they were held up and were going to be late, if they had to stay at home because they were ill, or if for some other reason they couldn't attend when expected to do so. The information they give should cover who to contact and any other relevant particulars, eg by what time contact should be made, with whom a message could be left. Candidates need to understand that there are acceptable and unacceptable reasons for being late or absent.

At this level, candidates do not have to provide evidence of meeting timekeeping and attendance requirements. However, if a learner is in the workplace then a portfolio could include evidence, eg timesheets, to show the learner starting and finishing work on time, therefore showing that they understand timekeeping and attendance requirements.

E2.2.1 Identify the standard required for a given activity in terms of quality and timescale. The task the candidate is given to carry out should require only a limited number of simple steps for its completion. The candidate must be able to show that they know how it will be determined if they have completed the activity properly. For example, they should be able to state that when sending an email they have to send it to X, cc it to Y and Z, and include a specified attachment. They should know the deadline for completion of the activity.

E2.2.2 Follow steps to complete the activity to the required standard. E2.2.3 Follow safety procedures when carrying out the activity. The candidate's tutor/supervisor must take responsibility for ensuring they give straightforward instructions on how to complete the activity and for including guidance on safety issues, eg wearing special clothing, safe practices.

E2.2.4 Use help if needed. Candidates should know the steps they need to take to carry out tasks, but it is acceptable for guidance to be given to help them achieve the quality required and to meet deadlines, eg help with finding an email address.

Guidance for Entry level 2: Maintaining work standards (MWSE2)

Portfolio of evidence

ASDAN provides candidate resource sheets that help candidates to produce evidence that demonstrates their knowledge and understanding and that help to record performance; the use of these sheets is highly recommended. The portfolio should contain supporting evidence cross-referenced to the assessment criteria; as appropriate, this could include:

- Training agreement
- Codes of practice and/or procedures with relevant sections annotated/highlighted
- Witness testimony
- Photos with explanatory statements
- Review records
- Other relevant evidence

The portfolio needs to show that the candidate understands timekeeping and attendance requirements and should contain evidence demonstrating the completion of one task to an appropriate standard in terms of quality, timescale and health and safety responsibilities.

Sample

Unit MWSE3: Maintaining work standards

Introduction

This unit is about understanding the standards required in the workplace. When candidates have completed the unit they will be clear about employers' expectations of the workforce, and will understand why employees have to follow procedures and meet certain workplace standards.

They should be able to meet the attendance and timekeeping requirements of their own organisation and complete tasks to specified standards. The unit gives candidates an opportunity to demonstrate that they can be reliable and conscientious employees.

Although evidence may be produced in education, training, or work settings, it must demonstrate in all aspects that the candidate is meeting the standards that are expected of employees.

At this level...

An Entry level 3 candidate should be capable of understanding why certain standards are necessary in the workplace and why employees should follow procedures.

Candidates may be supported in becoming familiar with the particular standards that are required in their own organisation and the procedures that need to be followed. Having acquired this knowledge they should be capable of describing the organisation's expectations, as well as meeting the standards in practice.

At this level, tasks and activities should have a clear structure and be undertaken in familiar contexts. It is acceptable for the candidate to be given help when completing their activities, if they need it, to achieve work of the required quality and/or to meet deadlines.

Unit MWSE3: Maintaining work standards

| | | | |
|--------------|--|---------------------|---|
| Aim | To enable learners to show they understand the standards required in the workplace and to demonstrate they know and can meet the standards of their own organisation when carrying out activities. | | |
| Level | Entry level 3 | Credit value | 3 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| E3.1 Understand why employees have to follow procedures and meet certain workplace standards | <p>E3.1.1 Give a reason why turning up regularly is important</p> <p>E3.1.2 Give a reason why being on time is important</p> <p>E3.1.3 Explain why health and safety is important in the workplace</p> <p>E3.1.4 Explain why tasks have to be done properly</p> |
| E3.2 Know what standards are required in own organisation | <p>E3.2.1 Identify the requirements for attendance and timekeeping in own organisation</p> <p>E3.2.2 State the procedures to follow in cases of lateness or absence</p> <p>E3.2.3 Describe what the organisation expects of them in terms of appearance and behaviour</p> <p>E3.2.4 State what the organisation expects of them when completing tasks in terms of:</p> <ul style="list-style-type: none"> • quality • health and safety |
| E3.3 Be able to meet own organisation's attendance and timekeeping requirements | <p>E3.3.1 Meet attendance requirements</p> <p>E3.3.2 Meet timekeeping requirements</p> <p>E3.3.3 Follow procedures if there are any difficulties in timekeeping and attendance</p> |
| E3.4 Be able to complete activities to specified work standards | <p>E3.4.1 Identify tasks that need to be done, the quality of work required and deadlines</p> <p>E3.4.2 Use help if needed to achieve the quality of work required and to meet deadlines</p> <p>E3.4.3 Produce work of the required quality</p> <p>E3.4.4 Meet deadlines</p> <p>E3.4.5 Follow safety procedures when carrying out activities</p> |

Guidance for Entry level 3: Maintaining work standards (MWSE3)

Assessment and evidence

E3.1.1 Give a reason why turning up regularly is important. E3.1.2 Give a reason why being on time is important. Candidates should be encouraged to think about the potential consequences for an individual worker who is consistently unreliable, eg poor relationships with colleagues, the possibility of disciplinary procedures being implemented,. However, the reasons candidates give in their evidence must show they understand the implications for an organisation if an employee can't be depended upon in terms of attendance and/or timekeeping. For example, recognising the impact on the workload of colleagues if regular attendance can't be relied on; realising the possibility that deadlines could be missed if attendance or timekeeping are poor; appreciating the danger of the organisation losing customers/business.

E3.1.3 Explain why health and safety is important in the workplace. The candidate must show that they understand that health and safety procedures are in place to prevent accidents or illness, and that employees are at risk if health and safety is ignored.

E3.1.4 Explain why tasks have to be done properly. Candidates should show that they understand that in order for organisations to be successful, each individual worker needs to complete their allocated tasks to an appropriate standard.

E3.2.1 Identify the requirements for attendance and timekeeping in own organisation.

E3.2.2 State the procedures to follow in cases of lateness or absence. Requirements for punctuality relate to returning from coffee/meal breaks and attending sessions/meetings during the day, as well as to start times at the beginning of the day. Candidates need to understand that there are acceptable and unacceptable reasons for being late or absent.

E3.2.3 Describe what the organisation expects of them in terms of appearance and behaviour. There should be evidence that the candidate understands what is required of them in terms of dress code and that they know what is acceptable/unacceptable in terms of behaviour. Examples are likely to be in the context of how they relate to colleagues and customers, the language they use and any other aspect of behaviour that could impact on the image of the organisation and/or cause offence.

E3.2.4 State what the organisation expects of them when completing tasks...

Candidates should describe what their responsibilities are, in general terms, with regard to maintaining quality and to complying with health and safety requirements when completing tasks. The candidate may be operating in an education or training context, ie they are not an employee at work; this is acceptable as long as they carry out the sorts of activities that might be undertaken in employment and that the standards expected reflect those that would be applied in the workplace.

Guidance for Entry level 3:

Maintaining work standards (MWSE3)

E3.3.1 Meet attendance requirements. E3.3.2 Meet timekeeping requirements.

Timesheets and/or attendance records should show the learner's attendance and readiness to consistently start work at the required times, over a period of **a minimum of three weeks (15 working days**, unless otherwise agreed with the Awarding Organisation). For evidence purposes, a working day constitutes **a minimum of five hours**.

The evidence could come from one setting, eg attendance at a training centre or workplace over a three-week period. Alternatively it could come from a three-week period in different settings, eg attendance at school for four days a week with one day a week at college; or two weeks at a training provider and one week at a placement. Timesheets and attendance records should be countersigned by a workplace supervisor or tutor, and the pattern of attendance should be clearly stated.

Note: If a candidate doesn't have a full time commitment to a situation requiring reliable attendance and good timekeeping then the scope of the records would need to be adapted appropriately. For example, if they had a part-time job, or voluntary position for three days a week, evidence would need to be drawn from a five-week period, ie fifteen days overall.

Note: Even if there has been some absence or poor timekeeping, it may still be acceptable to provide records for only the minimum period of three weeks. This would apply if the candidate's reasons are accepted as valid by their supervisor/tutor, the lapses relate to no more than two separate occasions and the candidate followed the correct procedures (see **E3.3.3**).

E3.3.3 Follow procedures if there are any difficulties in timekeeping and attendance.

Candidates should know the correct procedure to follow if they are going to be late or are unable to attend. They need to show evidence of this knowledge, even if their timekeeping and attendance records show that they have not needed to use the procedure(s).

E3.4.1 Identify two tasks that need to be done, the quality of work required and deadlines. The candidate must show that they understand the **two** tasks they have been given to do and that they are able to describe the intended outcomes in terms of quality and time frames. For example, they should be able to state that the task is to wash, peel and prepare vegetables, cutting them to a uniform size, and that the task needs to be completed in 30 minutes, including making sure the sink and worktop are left clean and tidy. The candidate's tutor/supervisor should take responsibility for ensuring the tasks are well structured.

E3.4.2 Use help if needed to achieve the quality of work required and to meet deadlines. Candidates should know and understand the steps they need to take to complete their tasks, but it is acceptable for guidance to be given to help meet the standards required, eg help with ensuring correct spelling and punctuation in a document.

E3.4.3 Produce work of the required quality. E3.4.4 Meet deadlines. E3.4.5 Follow safety procedures when carrying out activities. All of these criteria must be met by the candidate in relation to each task.

Guidance for Entry level 3: Maintaining work standards (MWSE3)

Portfolio of evidence

ASDAN provides candidate resource sheets that help candidates to produce evidence that demonstrates their knowledge and understanding and that help to record performance; the use of these sheets is highly recommended. The portfolio should contain supporting evidence cross-referenced to the assessment criteria; as appropriate, this could include: cross-referenced to the assessment criteria; as appropriate, this could include:

- Time sheets and attendance records
- Training agreement/contract of employment
- Codes of practice and/or procedures with relevant sections annotated/highlighted
- Witness testimony
- Photos with explanatory statements
- Review records
- Other relevant evidence

The portfolio needs to show that the candidate understands the standards required in the workplace and should contain evidence demonstrating regular attendance and good timekeeping; compliance with workplace procedures; and the completion of two tasks to the necessary standard in terms of quality, timescales and health and safety responsibilities.

Sample

Sample



ASDAN

ESBSGE2-E3 © ASDAN September 2023

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