



Employability

Entry 2 and 3

Standards with Guidance 2013

Introduction updated January 2018

Qualification codes

ASDAN Entry 2 Award in Employability	600/7772/4
ASDAN Entry 2 Certificate in Employability	600/8014/0
ASDAN Entry 3 Award in Employability	600/8012/7
ASDAN Entry 3 Certificate in Employability	600/8015/2

Sample

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Guidance for assessing Employability

Introduction to the qualifications

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

They are accredited by Ofqual, Qualifications Wales 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. ASDAN's Employability qualifications are also credit rated by the Scottish Qualifications Authority (SQA) and listed in the Scottish Credit Qualifications Framework (SCQF).

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.

Structure of qualifications (see table opposite)

- There are a number of core units and additional units available at each level.
- Each unit is credit-rated (1 credit is broadly equivalent to 10 hours of learning)
- To achieve an Award in Employability (6 credits) candidates must complete at least 1 core unit; the remaining credits can be achieved through either core or additional units.
- To achieve a Certificate in Employability (15 credits) candidates must complete at least 2 core units;
- the remaining credits can be achieved through either core or additional units.
- Single unit accreditation is available.

This structure allows Employability qualifications to be created and adapted based on the needs of candidates. All qualification certificates will state 'Employability', but could be achieved through a particular focus, for example:

- an Employability qualification with a focus on work experience could be achieved by completing the units Learning through work experience (LWE), Maintaining work standards (MWS), and Health and safety in the workplace (HSW)
- an Employability qualification with a focus on job search and interview skills could be achieved by completing the units Exploring job opportunities (EJO), Applying for a job (AJB) Overcoming barriers to work (OBW) and Planning and reviewing learning (PRL)
- an Employability qualification with a focus on enterprise could be achieved by completing the units Enterprise skills (ES), Exploring business and enterprise (EBE) and Participating in an enterprise activity (PEA)

Including units from the level above and below

Candidates normally complete all units at the same level, but there is flexibility to choose units from the level above or below the qualification outcome, if appropriate.

For a full Award qualification (6 credits) the candidate must achieve a minimum of 4 credits at the level of the qualification outcome or above, including credits from at least one of the core units.

For a full Certificate qualification (15 credits) the candidate must achieve a minimum of 8 credits at the level of the qualification outcome or above, including credits from at least two of the core units.

The full specifications can be downloaded from the Employability members area of the ASDAN website: www.asdan.org.uk.

Guidance for assessing Employability

Entry 2

UNIT CODE	ASDAN CODE	UNIT TITLE	CREDIT VALUE	
R/504/5253	MWSE2	Maintaining work standards	2	CORE
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	

Entry 3

UNIT CODE	ASDAN CODE	UNIT TITLE	CREDIT VALUE	
L/504/5252	MWSE3	Maintaining work standards	3	CORE UNITS
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	

Guidance for assessing Employability

Route towards achievement

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
Candidates who are not yet ready for assessment develop and practise skills through appropriate activities.	Tutors guide candidates on the choice of units and practice activities to develop their skills. Tutors provide feedback on skills development.	
<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 be products of tasks undertaken, reports and witness statements, photographs, video/audio recordings, etc.</p> <p>Candidates organise all of their evidence in a portfolio and include blank Assessment Checklists.</p>	<p>Tutors guide candidates on appropriate activities to evidence the chosen assessment units and on completing the resource sheets.</p> <p>Tutors/other relevant people complete observation checklists, witness statements, etc.</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.
Following internal assessment, candidates provide additional evidence, if required.	<p>Internal assessment</p> <p>For each assessment unit tutors 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>Checklists must be signed off by the candidate, the assessor and the internal moderator.</p>
External Moderation		

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 2	Credit value	2
Learner 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		

Sample

Guidance for Entry 2:

Maintaining work standards (MWSE2)

Assessment and evidence

The information below illustrates various aspects of the standards, including what sort of evidence is appropriate at this level, how much evidence is needed, and the contexts from which the evidence might be drawn.

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 (e.g. 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, e.g. by what time contact should be made, with whom a message could be left, etc. 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 (e.g. 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, e.g. wearing special clothing, safe practices, etc.

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, e.g. help with finding an email address.

Guidance for Entry 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

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

Guidance for Entry 3:

Maintaining work standards (MWSE3)

Assessment and evidence

The information below illustrates various aspects of the standards, including what sort of evidence is appropriate at this level, how much evidence is needed, and the contexts from which the evidence might be drawn.

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, e.g. poor relationships with colleagues, the possibility of disciplinary procedures being implemented, etc. 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, etc.

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, i.e. 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.

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 (fifteen 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, e.g. attendance at a training centre or workplace over a three-week period. Alternatively it could come from a three-week period in different settings, e.g. 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. NB: 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, i.e. fifteen days overall.

Guidance for Entry 3:

Maintaining work standards (MWSE3)

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 in the following circumstances: the candidate's reasons are accepted as valid by their supervisor/tutor; the lapses relate to no more than two separate occasions; 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 tasks that need to be done, the quality of work required and deadlines (two tasks). The candidate must show that they understand the 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.

E3.4.3/E3.4.4/E3.4.5 All of these criteria must be met by the candidate in relation to each task.

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, e.g. help with ensuring correct spelling and punctuation in a document.

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:

- 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



ESBSGE2-E3/1