



Employability

Levels 1 and 2

Standards with Guidance 2013

Introduction updated January 2018

Qualification codes

ASDAN Level 1 Award in Employability	600/8016/4
ASDAN Level 1 Certificate in Employability	600/8005/X
ASDAN Level 2 Award in Employability	600/8060/7
ASDAN Level 2 Certificate in Employability	600/8061/9

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 Level 1 and Level 2 Employability qualifications are designed to help learners 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

Unit titles and codes: Level 1

UNIT CODE	ASDAN CODE	UNIT TITLE	CREDIT VALUE	
J/504/5251	MWS1	Maintaining work standards	3	CORE UNITS
K/504/5033	CE1	Career exploration	2	
L/504/5025	AJB1	Applying for a job	2	
T/504/5147	EJO1	Exploring job opportunities	1	
T/504/5181	LWE1	Learning through work experience	3	
A/504/5151	ES1	Enterprise skills	1	
L/504/5140	CWO1	Communicating with others at work	1	
L/504/5137	CS1	Customer service	2	
K/504/5145	EBE1	Exploring business and enterprise	2	
Y/504/5173	HSW1	Health and safety in the workplace	2	
A/504/5196	MPF1	Managing personal finance as an employee	2	
R/504/5205	OLW1	Opportunities for learning and work	2	
L/504/5199	OBW1	Overcoming barriers to work	1	
H/504/5208	PEA1	Participating in an enterprise activity	3	
F/504/5300	PRL1	Planning and reviewing learning	2	
T/504/5214	RRW1	Rights and responsibilities in the workplace	1	
J/504/5220	TP1	Tackling problems	2	
T/504/5245	TW1	Team working	2	
L/504/5249	UAG1	Using advice and guidance	1	
Y/504/5254	WWN1	Working with numbers	2	

Unit titles and codes: Level 2

UNIT CODE	ASDAN CODE	UNIT TITLE	CREDIT VALUE	
F/504/5250	WGP2	Working to good practice standards	3	CORE UNITS
D/504/5028	CE2	Career exploration	2	
J/504/5024	AJB2	Applying for a job	2	
M/504/5180	LWE2	Learning through work experience	3	
T/504/5150	ES2	Enterprise skills	1	
F/504/5040	CS2	Customer service	3	
D/504/5143	EBE2	Exploring business and enterprise	2	
L/504/5171	HSW2	Health and safety in the workplace	2	
L/504/5185	MPF2	Managing personal finance as an employee	2	
F/504/5197	MW2	Meetings in the workplace	3	
A/504/5201	OLW2	Opportunities for learning and work	2	
J/504/5198	OBW2	Overcoming barriers to work	2	
D/504/5207	PEA2	Participating in an enterprise activity	3	
R/504/5298	PRL2	Planning and reviewing learning	3	
J/504/5217	RS2	Research skills	2	
L/504/5218	TP2	Tackling problems	3	
M/504/5244	TW2	Team working	3	
J/504/5248	UAG2	Using advice and guidance	1	
A/504/5179	ICTW2	Using ICT in the workplace	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>Tutor 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 Secure 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 CE1:

Career exploration

Aim	To enable learners to show they understand what is required to work towards the achievement of a career goal.		
Level	1	Credit value	2
Learner outcomes The learner will:	Assessment criteria The learner can:		
1.1 Be able to identify a career goal and explore routes to achieving the goal	1.1.1 Describe what it means to 'have a career' 1.1.2 Identify a career goal of interest and give reasons for the choice 1.1.3 Identify different routes to achieve the career goal 1.1.4 State what are the advantages and disadvantages of the different routes		
1.2 Be able to identify skills and qualities appropriate to a chosen career	1.2.1 Identify the vocational skills appropriate to a chosen career 1.2.2 Identify the interpersonal skills appropriate to the career 1.2.3 Identify qualities needed to be successful in the career 1.2.4 Compare own current skills and qualities with those identified		
1.3 Be able to prepare for a career interview	1.3.1 Agree arrangements for a careers interview 1.3.2 Agree the purpose of the interview 1.3.3 State what information it would be helpful to get from the interview 1.3.4 Identify documents that may be helpful to take to the interview		
1.4 Be able to review the outcomes of a career interview	1.4.1 Identify key information gained from the interview and any information still needed 1.4.2 Identify next steps 1.4.3 State how information from the interview helped with deciding on next steps		

Sample

Guidance for Level 1:

Career exploration (CE1)

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.

1.1.1 Describe what it means to have a career. Candidates should show they understand that 'having a career' involves someone doing different jobs and having different roles during their working life. There is usually some element of progression, i.e. it is not just about getting and keeping one job. Candidates could be encouraged to talk to family, neighbours, and staff in the organisation to develop their understanding.

1.1.2 Identify a career goal of interest and give reasons for the choice (two reasons). Candidates must give at least two reasons that justify their decision to explore the career goal they have identified.

1.1.3 Identify different routes to achieve the career goal. Candidates must show they understand that there are different ways to work towards a particular career. They should give examples of options for their own career goal (e.g. if they wished to work in childcare they could work in a nursery while going to college one day a week; or they could be at college full-time and gain experience through voluntary work with playgroups and after-school clubs).

1.1.4 State what are the advantages and disadvantages of different routes (two routes: one advantage and one disadvantage of each). Candidates should have an understanding of two possible routes towards their own career goal and should state an advantage and a disadvantage for each.

1.2.1 Identify the vocational skills appropriate to a chosen career (two examples). **1.2.2 Identify the interpersonal skills appropriate to the career (two examples).** **1.2.3 Identify qualities needed to be successful in the career (two examples).** Although only two valid examples are required to meet each criterion, the candidate should be encouraged to think about the full range of skills and qualities that would be relevant to their selected career path.

1.2.4 Compare their current skills and qualities with those identified. Interpersonal skills should be included in the comparison, as well as vocational skills and personal qualities. For example, if the career goal was to work as a teaching assistant, an interpersonal skill, such as communication, should be recognised as important alongside a vocational skill, such as First Aid and a quality, such as patience with children.

1.3.1 Agree arrangements for a career interview. **1.3.2 Agree the purpose of the interview.** Candidates may make arrangements for a careers interview themselves or the interview may be arranged for them. Discussion of how an interview can help progress their career plans will help a candidate to understand its value and purpose.

1.3.3 State the information that it would be helpful to get from the interview. Candidates should be encouraged to identify at least two sorts of information and describe how it will help them to decide the next steps towards achieving their career goal (e.g. if candidates obtain information about different jobs involving working with children, it may influence them to work towards one job rather than another). Similarly, if they find out about particular courses and the related entry requirements, the information may help them focus on achieving minimum grades in certain subjects.

1.3.4 Identify documents that it may be helpful to take to the interview. Candidates can be supported in choosing the documents that might be helpful – these should be appropriate to the individual (e.g. a personal statement, CV, review record, reference, course certificates or outcomes of own research, such as details of courses of interest).

Guidance for Level 1:

Career exploration (CE1)

1.4.1 Identify key information gained from the interview and any information still needed.

Candidates should pick out the most important information they gained from the interview. It should relate to their goal, such as qualifications needed, entry requirements for courses, job and progression opportunities, and options for different routes that could be taken. Any information still needed should be referenced when deciding on next steps (see below).

1.4.2 Identify next steps. Candidates must identify their next steps and provide a record of what they have decided. Candidates may decide on their next steps through discussion with an appropriate person (e.g. a careers adviser, tutor or assessor). This could be evidenced and recorded using a career action plan or brief notes – what is important is that the record is fit for purpose.

1.4.3 State how information from the interview helped with deciding on next steps. Candidates' statements should show that they have used information from the interview to inform what they are going to do next (e.g. they found out about options for voluntary work with children which resulted in them deciding to contact the organiser of a local playscheme).

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:

- Internet printouts of career opportunities with relevant sections highlighted/annotated
- Skills/qualities audit
- Records of interview with a careers adviser, guidance worker, tutor or assessor
- Review records
- Action plans
- Other relevant evidence

The portfolio needs to show that the candidate understands the process of finding out about careers and should contain evidence demonstrating that they have applied this knowledge in relation to a particular career goal that is of interest to them.

Unit CE2:

Career exploration

Aim	To enable learners to show they can explore career opportunities and that they understand what is required to work towards the achievement of a career goal.		
Level	2	Credit value	2
Learner outcomes The learner will:	Assessment criteria The learner can:		
2.1 Be able to compare career pathways in a chosen occupational sector	2.1.1 Define the concept of career 2.1.2 Identify and retrieve information from a variety of sources about career pathways in a chosen sector 2.1.3 Describe the benefits and disadvantages of different career pathways in the chosen sector		
2.2 Understand the skills and qualities needed to be successful in a specific career	2.2.1 Identify a career goal appropriate to own situation 2.2.2 Describe the type of skills needed to function in a specific career 2.2.3 Identify own strengths and weaknesses related to these skills 2.2.4 Describe the personal qualities required to perform effectively in a specific career 2.2.5 Identify own strengths and weaknesses in relation to these qualities 2.2.6 Explain the suitability of career option for self		
2.3 Be able to produce a plan to improve skills and qualities needed to be successful in a career	2.3.1 Produce a plan to acquire and/or improve the skills and qualities that are needed to achieve own career goals including: <ul style="list-style-type: none"> • targets • activities • timeline 		

Sample

Guidance for Level 2:

Career exploration (CE2)

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.

2.1.1 Define the concept of career. Candidates should show they understand that the term ‘career’ relates to a person’s occupations during their entire working life. It is not just about holding one position; it is about doing different jobs and having different roles in the workplace, and often involves working for different companies/organisations over a lifetime.

2.1.2 Identify and retrieve information from a variety of sources about career pathways in a chosen sector (three sources and two pathways). Candidates should choose an occupational sector (e.g. hospitality) and show they can select relevant information about possible career pathways within it (e.g. chef, hotel manager, conference manager). They must use a variety of information sources (e.g. websites, books, journals, careers advisers, human resource managers) and must provide evidence of having retrieved information from at least three of them.

2.1.3 Describe the benefits and disadvantages of different career pathways in the chosen sector (two career pathways – one benefit and one disadvantage of each). Candidates should have an understanding of the merits and downsides of different career options. For example: becoming a chef in one of the best restaurants might have the benefit of high-quality training, but a disadvantage could be the need to move away from their home town; a benefit of being a conference manager might be the constant variety to the work, but a disadvantage could be having to work long hours on a regular basis.

2.2.1 Identify a career goal appropriate to own situation. Candidates should identify a career that accurately reflects their aptitude, interests and aspirations. They should do this independently.

2.2.2 Describe the type of skills needed to function in a chosen career. 2.2.4 Describe the personal qualities required to perform effectively in the chosen career (six skills and personal qualities in total). Having explored different career pathways, and identified a particular career goal, candidates should describe the skills and qualities appropriate to the path they would like to follow. For example: vocational skills (ICT skills, the ability to drive, etc.); interpersonal skills (communication, teamwork, etc.); personal qualities (patience, enthusiasm, etc.).

2.2.3 Identify own strengths and weaknesses related to these skills. 2.2.5 Identify own strengths and weaknesses in relation to these qualities (six examples overall). The supervisor/tutor/assessor will need to confirm that the candidate’s statements accurately reflect the requirements of the chosen career/sector and the candidate’s assessment of their strengths and weaknesses in relation to the requirements.

2.2.6 Explain the suitability of career option for self. Candidates should be able to give valid reasons to justify the suitability of the chosen career. For example: making links with personal interests or experience; making connections with their own skills, qualities or personality type; recognising opportunities that a particular career could offer and relating these to personal ambitions/aspirations, etc.

2.3.1 Produce a plan to acquire and/or improve the skills and qualities that are needed to achieve own career goals including: targets, activities, timeline. Having considered their strengths and weaknesses with a particular career in mind, candidates should use their conclusions as the starting point for producing their plan. As a minimum, the plan must include the overall career goal, two SMART targets with deadlines, and action steps (activities) to show how they will develop the skills and qualities they need to help them pursue a successful career. The activities the candidate identifies in the plan should be chosen to help acquire/improve at least one skill (teamwork, planning, etc.) and at least one quality (patience, enthusiasm, etc.). The plan should NOT be about the practical tasks that need to be completed to gain a qualification or to get a job (i.e. it’s not about tasks such as completing the application process for university or producing a CV). The candidate should be supported in making sure the targets are SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

Guidance for Level 2:

Career exploration (CE2)

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:

- Internet printouts of career opportunities with relevant sections highlighted/annotated
- Skills/qualities audit
- Record of discussion with a careers adviser/guidance worker or tutor
- Action plans, review records
- Plan of activities to develop skills and qualities
- Other relevant evidence

The portfolio needs to show that the candidate understands the process of finding out about careers; it should contain evidence that demonstrates that they have applied this knowledge in relation to a particular career goal of interest to them.

Sample

Sample



ESBSGL1-L2/1