

SEG Awards Entry Level Award in Skills for Employment (Entry 3) and SEG Awards Entry Level Certificate in Skills for Employment (Entry 3)

Qualification Guidance

Entry Level 3 Award – 603/5685/6

Entry Level 3 Certificate – 603/5686/8



About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Online Registration System](#)

Sources of Additional Information

The [Skills and Education Group Awards](#) website provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification codes are A7527-E3 and C7527-E3.

Version	Date	Details of change
1.0	September 2020	New qualification guide
1.1	February 2023	Update to branding and new operational end date

This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

The SEG Awards Entry Level Award and Certificate in Skills for Employment have been designed to meet the needs of learners who need to develop skills and knowledge to enable them to understand the world of work. Completion of these qualifications will prepare learners to seek and gain employment.

Pre-requisites

There are no specific entry requirements to study for these qualifications.

The qualifications are designed for any learners who wish to improve their ability to engage in the job seeking process and develop the skills and knowledge to help them make a success of their employment opportunities. This could include:

- young people under 16 in full time education
- young people 16-19 engaged in Study Programmes including Traineeships
- adults who are struggling to get a job

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification at the appropriate level for the learner.

Qualification Structure and Rules of Combination

Rules of Combination: Entry Level Award in Skills for Employment (Entry 3)

Learners must achieve 6 credits by achieving 1 credit from the mandatory unit and the remaining 5 credits from the optional units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Health and Safety in the Workplace	A/618/0575	E3	1	10
Optional Units				
Communicating with others at Work	F/618/0576	E3	1	5
Developing Interview Skills	J/618/0577	E3	2	8
Developing Self	L/618/0578	E3	2	15
Developing Time Management Skills	R/618/0579	E3	1	6
Exploring Careers and Job Opportunities	J/618/0580	E3	2	9

Follow Instructions in the Workplace	L/618/0581	E3	1	7
Induction to Work, Education and Training	R/618/0582	E3	1	5
Introduction to Using ICT Systems	Y/618/0583	E3	2	8
Learning through Work Experience or Community Activity	D/618/0584	E3	3	10
Managing Money	H/618/0585	E3	1	8
Working in a Team	K/618/0586	E3	1	9

Rules of Combination: Entry Level Certificate in Skills for Employment (Entry 3)

Learners must achieve a minimum of 14 credits by achieving 1 credit from the mandatory unit and the remaining 13 credits from the optional units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Health and Safety in the Workplace	A/618/0575	E3	1	10
Optional Units				
Communicating with others at Work	F/618/0576	E3	1	5
Developing Interview Skills	J/618/0577	E3	2	8
Developing Self	L/618/0578	E3	2	15
Developing Time Management Skills	R/618/0579	E3	1	6
Exploring Careers and Job Opportunities	J/618/0580	E3	2	9
Follow Instructions in the Workplace	L/618/0581	E3	1	7
Induction to Work, Education and Training	R/618/0582	E3	1	5
Introduction to Using ICT Systems	Y/618/0583	E3	2	8
Learning through Work Experience or Community Activity	D/618/0584	E3	3	10
Managing Money	H/618/0585	E3	1	8
Working in a Team	K/618/0586	E3	1	9

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Learners should be able to progress through the suite of qualifications as per the list below:

- Entry Level Award in Skills for Employment (Entry 3)
- Entry Level Certificate in Skills for Employment (Entry 3)
- Level 1 Award in Employability Skills
- Level 1 Certificate in Employability Skills

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must therefore inform learners of any limits their learning difficulty may impose on future progression, if applicable.

Tutor/Assessor Requirements

Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the Assessor must be knowledgeable of the subject/occupational area to at least the level they are delivering/assessing at.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification	
Entry Level Award in Skills for Employment (Entry 3) – 603/5685/6 Entry Level Certificate in Skills for Employment (Entry 3) – 603/5686/8	
Qualification Purpose	<p>A Recognise personal growth and engagement in learning</p> <p>A4 Recognise development of employability skills and/or knowledge to help them understand about the world of work and seek employment</p>
Age Range	Pre 16 ✓ 16-18 ✓ 18+ 19+ ✓
Regulation	The above qualifications are regulated by Ofqual
Assessment	<ul style="list-style-type: none"> • Internal assessment • Internal and external moderation
Type of Funding Available	See FaLa (Find a Learning Aim)
Qualification/Unit Fee	See Skills and Education Group Awards website for current fees and charges
Grading	<p>Pass</p> <p>To achieve a Pass, learners must achieve all of the Learning Outcomes and Assessment Criteria in the units completed and as stated in the rule of combination (RoC).</p>
Operational Start Date	01/09/2020
Review Date	31/08/2023
Operational End Date	30/11/2023
Certification End Date	30/11/2024
Guided Learning (GL)	<p>Entry Level 3 Award: 28 hours</p> <p>Entry Level 3 Certificate: 68 hours</p>
Total Qualification Time (TQT)	<p>Entry Level 3 Award: 57 hours</p> <p>Entry Level 3 Certificate: 135 hours</p>
Skills and Education Group Awards Sector	Preparation for Work
Ofqual SSA Sector	14.2 Preparation for Work
Support from Trade Associations/Stakeholder Support	
Administering Office	See Skills and Education Group Awards website

Unit Details

EMPE3U01 – Health and Safety in the Workplace

Unit Reference	A/618/0575
Level	Entry 3
Credit Value	1
Guided Learning	10 hours
Unit Summary	In this unit, learners will understand the importance of health and safety applicable to a variety of workplaces and be confident in what to do in the case of an emergency.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.4) <i>The learner can</i>
1. Understand the importance of health and safety in the workplace.	1.1 Explain why health and safety in the workplace is important. 1.2 Identify the responsibilities of both the employers and employees in relation to health and safety.
2. Know potential risks and hazards found in the workplace.	2.1 Identify hazardous and non-hazardous materials. 2.2 Identify potential common hazards in a specified workplace, describing how they could be caused. 2.3 Describe possible steps to reduce the risk of the hazards occurring.
3. Recognise common basic safety signs found in the workplace.	3.1 Identify common basic safety signs and the hazards that they represent.

<p>4. Show an awareness of safe practices and protective equipment.</p>	<p>4.1 Recognise items of personal protective equipment that may be relevant to specific workplaces.</p> <p>4.2 Identify where first aid equipment is commonly located in the workplace.</p> <p>4.3 Outline fire and emergency procedures.</p> <p>4.4 State why it is important to report accidents and ill health in the workplace.</p>
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EMPE3U02 – Communicating with Others at Work

Unit Reference	F/618/0576
Level	Entry 3
Credit Value	1
Guided Learning	5 hours
Unit Summary	In this unit learners will develop their communication skills in a practical or simulated environment.
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.5) <i>The learner can</i>
1. Be able to communicate with others at work.	<p>1.1 Identify ways that people communicate with each other in places of work.</p> <p>1.2 Identify communication methods that are appropriate in different circumstances.</p> <p>1.3 Identify with whom they need to communicate in their own workplace.</p> <p>1.4 Communicate clearly in ways that suit different situations.</p> <p>1.5 Provide relevant information in response to requests from others.</p>

EMPE3U03 – Developing Interview Skills

Unit Reference	J/618/0577
Level	Entry 3
Credit Value	2
Guided Learning	8 hours
Unit Summary	This unit will enable learners to learn skills to help them to gain confidence when taking part in interviews.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.4) <i>The learner can</i>
1. Be able to prepare for an interview.	1.1 Identify how to present themselves in a way that is appropriate for the interview. 1.2 Prepare for potential questions that an interviewer might ask in the interview. 1.3 Prepare potential answers that they may give. 1.4 Prepare questions that they might ask in the interview. 1.5 Use speaking and listening skills that are appropriate for the interview.
2. Be able to take part in an interview.	2.1 Behave in an interview in a way that promotes confidence. 2.2 Respond directly to questions asked by the interviewer, in an appropriate manner. 2.3 State what went well in the interview. 2.4 State what they could do to improve their interview skills.

EMPE3U04 – Developing Self

Unit Reference	L/618/0578
Level	Entry 3
Credit Value	2
Guided Learning	15 hours
Unit Summary	This unit will introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Understand how to identify areas for self-development.	1.1 Identify personal strengths and abilities. 1.2 Identify areas for self-development. 1.3 Identify the value and use of feedback for self-development purposes.
2. Understand how to take responsibility for their own self development.	2.1 Describe ways in which they could develop their personal skills or behaviours. 2.2 Suggest a personal development target to work towards and agree it with an appropriate person. 2.3 Identify the support and resources needed to help them work towards the agreed target.
3. Be able to demonstrate how they have developed personal skills.	3.1 Demonstrate the agreed skill or behaviour through completion of agreed activities. 3.2 Review what went well and what did not go so well. 3.3 Identify ways in which they will continue to develop their personal skills.

EMPE3U05 – Developing Time Management Skills

Unit Reference	R/618/0579
Level	Entry 3
Credit Value	1
Guided Learning	6 hours
Unit Summary	In this unit, learners will explore the importance of good time management, and will plan activities for a day, reviewing how well they worked with the plan.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.3) <i>The learner can</i>
1. Understand the value of time management.	1.1 State what good time management involves. 1.2 State the benefits of good time management. 1.3 State the potential effects of poor time management. 1.4 Identify ways in which people can manage time efficiently.
2. Be able to manage their own use of time.	2.1 Plan their own activities in a way that makes best use of time. 2.2 State what went well with the time management plan. 2.3 State improvements that could be made for future plans.

EMPE3U06 – Exploring Careers and Job Opportunities

Unit Reference	J/618/0580
Level	Entry 3
Credit Value	2
Guided Learning	9 hours
Unit Summary	In this unit, learners will explore information about job choices and develop an understanding of the importance of career planning and working towards goals in their working life.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.4) <i>The learner can</i>
1. Understand different career pathways.	<p>1.1 State a range of career options available to them in relation to their personal qualities.</p> <p>1.2 State how to work towards a career goal through: a) School/college/training organisation b) Work activity</p> <p>1.3 Describe the benefits and constraints of working in the private, public and voluntary sectors.</p>
2. Understand potential job opportunities.	<p>2.1 State where to go for help and advice with job choices.</p> <p>2.2 Identify job options in the local labour market.</p> <p>2.3 Match their interests, experiences, skills and qualities to job options.</p> <p>2.4 Identify likely potential barriers to getting a job.</p>

EMPE3U07 – Follow Instructions in the Workplace

Unit Reference	L/618/0581
Level	Entry 3
Credit Value	1
Guided Learning	7 hours
Unit Summary	This unit will enable learners to carry out a workplace activity safely, following instructions and to review what experience they have gained.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Know how instructions are given in the workplace.	1.1 Identify different ways instructions can be given in the workplace. 1.2 List people who may give you instructions in the workplace.
2. Know how to plan an activity.	2.1 Identify the materials and/or equipment that will be needed for an agreed activity. 2.2 Identify the steps within the activity.
3. Be able to follow instructions in the workplace when carrying out an activity.	3.1 Follow instructions and health and safety procedures to carry out the activity in the workplace. 3.2 State how all instructions were followed and how well the activity was carried out. 3.3 Identify whom/where to obtain support.

EMPE3U08 – Induction to Work, Education and Training

Unit Reference	R/618/0582
Level	Entry 3
Credit Value	1
Guided Learning	5 hours
Unit Summary	In this unit, learners will gain an insight into a place of work, be able to identify their role and responsibility within it and know how to obtain relevant support.
Learning Outcomes (1 to 1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.6) <i>The learner can</i>
1. Know a place of work, education or training.	1.1 Identify the address and location of a workplace and how to reach it. 1.2 Identify key members of staff in this workplace. 1.3 Identify their role and responsibilities in this workplace. 1.4 Identify their individual rights in this workplace. 1.5 List relevant health and safety procedures which must be followed in this workplace. 1.6 Identify whom to go to for support in the workplace.

EMPE3U09 – Introduction to Using ICT Systems

Unit Reference	Y/618/0583
Level	Entry 3
Credit Value	2
Guided Learning	8 hours
Unit Summary	In this unit, learners will learn about the components of relevant ICT systems and be able to use them correctly, taking appropriate security measures.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.3) <i>The learner can</i>
1. Be able to use and ICT system.	1.1 Identify the relevant components of ICT systems. 1.2 Identify the main uses of work based software packages. 1.3 Use an ICT system in accordance with the employer's instructions.
2. Understand the need for safety and security when using ICT systems.	2.1 Use passwords correctly. 2.2 Use removable media correctly. 2.3 State the reason for keeping information secure.

EMPE3U10 – Learning through Work Experience or Community Activity

Unit Reference	D/618/0584
Level	Entry 3
Credit Value	3
Guided Learning	10 hours
Unit Summary	In this unit, learners will plan and take part in work experience or a community activity and be able to identify what they have learnt from this.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Be able to prepare for learning in the workplace or community activity.	1.1 State location of the workplace or community activity. 1.2 Identify the time to be at the workplace or community activity and state how to get there on time. 1.3 Identify the person to whom to report. 1.4 State standards of dress and hygiene required. 1.5 Agree a plan of personal learning objectives with the workplace or community activity contact.
2. Be able to carry out activities in the workplace or community.	2.1 Carry out tasks and activities as directed. 2.2 Use help, advice and feedback to complete activities to the required standard.
3. Be able to identify what they learned from the workplace or community activity experience.	3.1 Review workplace or community activity experience with the contact and/or teacher/tutor. 3.2 State what they learned from the workplace or community activity experience and how this will influence their future plans. 3.3 Identify likes and dislikes relating to workplace or community activity tasks and the reasons for them

EMPE3U11 – Managing Money

Unit Reference	H/618/0585
Level	Entry 3
Credit Value	1
Guided Learning	8 hours
Unit Summary	This unit will introduce learners to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.3) <i>The learner can</i>
1. Understand how to plan a personal budget.	1.1 Identify their source(s) and amounts of income. 1.2 List their items of expenditure. 1.3 Prepare a straightforward weekly budget. 1.4 Identify ways to reduce expenditure. 1.5 Identify ways to save surplus money.
2. Know how to carry out transactions.	2.1 Identify different ways of paying for items. 2.2 Calculate accurately the cost of items to be paid for. 2.3 Identify change required.

EMPE3U12 – Working in a Team

Unit Reference	K/618/0586
Level	Entry 3
Credit Value	1
Guided Learning	9 hours
Unit Summary	In this unit, learners will gain an insight into their role and that of colleagues. It will enable them to take part in a team activity and then to review how they could make improvements.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Know their own role and that of others in a team, for an activity.	1.1 State the roles and responsibilities of the team members. 1.2 State their own role and responsibilities within the team. 1.3 State what the team is aiming to achieve. 1.4 Describe the limits of their competence and authority.
2. Be able to participate in a team.	2.1 Describe the factors to be taken into account when working in a team. 2.2 Fulfil their agreed role within the team. 2.3 Exchange information with other team members to mutual benefit. 2.4 Offer help to colleagues. 2.5 Make practical suggestions and receive feedback positively.

<p>3. Be able to review their role in working with others.</p>	<p>3.1 Identify what went well when working in a team.</p> <p>3.2 Identify what they found difficult when working with others.</p> <p>3.3 Identify areas where they could improve their own ability to work as part of a team.</p>
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Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - Original certificates OR
 - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the Certa Awards website.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the Certa Awards web site.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.