TLM Entry Level Award/Certificate in Skills for Employment

General guidance for interpreting QCF qualification levels [1]

Link to assessor's guide to interpreting the criteria for this unit [2]

Click on the links in the table below for specific guidance on the assessment criteria.

Pupils have to demonstrate competence against the assessment criteria from their day to day work and the teacher assessor has to verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualifications framework level.

Total Credits required to achieve the qualification - 15

Entry Level 3

Entry level 3, Unit 3 - Using Communication Skills in a Work Place (2 credits)

1. Be able to use communication in a work place.	2. Be able to identify what communication skills he/she needs to develop for a work place.	3. Be able to develop communication skills in a work place.	4. Be able to review his/her learning.
1.1 List tasks which require communication skills in a work place. [3]	2.1 State communication skills he/she needs in a work place. [4]	3.1 Take part in activities to develop his/her communication skills in a work place, independently. [5]	4.1 Identify what went well with using communication skills. [6]
1.2 Give an example of his/her use of communication skills in a work place. [7]	2.2 List communication skills that he/she needs to develop in a work place. [8]	3.2 Use communication skills in his/her job role, independently. [9]	4.2 Give examples of further work needed to develop his/her communication skills. [10]
	2.3 Agree an action plan to develop his/her communication		

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skills in a work place. [11]

Entry level 3, Unit 4 - Citizenship (3 credits)

1. Know that citizens have rights and responsibilities	2. Know about equal opportunity issues in relation to the law	3. Know about the role of government in the daily life of citizens
1.1 Identify legal rights of a British citizen [13]	2.1 Give an example of a group of people protected by equality law [14]	3.1 State what a citizen needs to do in order to be able to vote in an election [15]
1.2 Identify a responsibility that citizens have to maintain their own well-being [16]	2.2 Give an example of how equal opportunity law can help a specified group [17]	3.2 Identify services provided by local government [18]
1.3 Identify a responsibility that citizens have to others [19]		3.3 Identify services provided by national government [20]
		3.4 List the main public services available in own community [21]

Entry level 3, Unit 5 - Working with Others (2 credits)

1. Know how to work with others.	2. Be able to participate in a given group activity.	3. Be able to review his/her role in working with others.
1.1 Outline ground rules to follow when working with others. [23]	2.1 Outline steps to be undertaken in a group activity. [24]	3.1 Identify what went well when working with others. [25]
1.2 Name who to work with on a given group activity. [26]	2.2 Outline his/her tasks within a group activity. [27]	3.2 Identify what he/she found difficult when working with others. [28]
1.3 Identify his/her role in a given group activity. [29]	2.3 Name who to ask for help or support whilst	3.3 Identify a way to improve how to work with

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taking part in a group activity. [30]	others. [31]

Entry level 3, Unit 18 - Working in a Team (3 credits)

1. Know about team working	2. Know how to match their strengths and interests to a team task	3. Know their own role and responsibilities in relation to a team task	4. Know how to work positively as a member of a team	5. Understand their performance as a member of a team
1.1 Identify key rules for effective team work [33]	2.1 With guidance, identify some aspects of a given team task that they think they could do well, based on their strengths and interests [34]	3.1 Identify what the team is working to achieve in the team task [35]	4.1 Listen to ideas and suggestions of other team members without interrupting them [36]	5.1 Identify areas where they worked well as a team member [37]
1.2 Identify skills individuals need for effective team work [38]		3.2 Identify their own role and responsibilities in the task [39]	4.2 Give their own ideas and suggestions when asked to do so [40]	5.2 Identify areas where they could improve their ability to work as part of a team [41]
			4.3 Offer help to other team members when asked to do so [42]	
			4.4 Follow instructions to complete the aspects of the task they were allocated [43]	

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Entry level 3, Unit 23 - Undertaking an Enterprise Project (6 credits)

1. Know about successful enterprises

1.1 I can identify successful enterprises [45]

1.2 I can state what is meant by the term entrepreneur [49]

1.3 I can identify examples of good customer service [52]

2. Be able to plan an enterprise project

2.1 I can state the goal(s) of the enterprise project [46]

2.2 I can identify potential customers [50]

2.3 I can list the tasks involved in the enterprise project [53]

3. Be able to carry out the enterprise project

3.1 I can carry out own tasks that contribute towards enterprise project [47]

4. Be able to review the enterprise project

4.1 I can list what went well with the enterprise project [48]

4.2 I can list what could have been improved with the enterprise project [51]

Entry level 3, Unit 26 - Health and Safety Awareness (1 credit)

1. Know about Health and Safety procedures

1.1 I can state who they should tell in the event of an accident [55]

1.2 I can give an example of an emergency [57]

1.3 I can state one thing they should do if an emergency happens [58]

1.4 I can identify simple safety signs [59]

2. Be able to observe safe working practices

2.1 I can follow specific instructions concerning health and safety practice in relation to a given task [56]

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Entry level 3, Unit 42 - Dealing with Problems at Work (2 credits)

1. Be aware of problems when they arise in the work place.	2. Know who to ask for help when a problem arises in the work place.	3. Be able to take part in solving a problem in the work place.
1.1 I can identify there is a problem in the work place. [61]	2.1 I can name two people who can help solve a given problem in the work place. [62]	3.1 I can take part in solving a problem in the work place, independently. [63]
1.2 I can identify how the problem affects him/her. [64]	2.2 I can select two people to help solve a given problem in the work place. [65]	3.2 I can provide a solution to the problem. [66]
1.3 I can identify two actions he/she could take when a given problem arises in the work place. [67]		

Entry level 3, Unit 45 - Communication in the Workplace (3 credits)

1. Know about com munication	2. Know what needs to be comm unicated in the workplace	3. Know about ways of communi cating in the workplace	4. Be able to assess own comm unication in the workplace	5. Be able to communi cate in the workplace
1.1 I can state the purpose of communication [69]	2.1 I can give examples of times when they have to communicate in the course of their work [70]	3.1 I can give examples of acceptable communication [71]	4.1 I can give an example where they have not communicated in an acceptable way [72]	5.1 I can demonstrate effective communication [73]
1.2 I can give examples of methods of	2.2 I can state what information	3.2 I can give examples of unacceptable	4.2 I can give an example where they	5.2 I can demonstrate acceptable

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communication [74]	they have to give [75]	communication [76]	have communicated in an acceptable and effective way [77]	communication [78]
1.3 I can give examples of effective communication [79]	2.3 I can state what information they may receive from others [80]			
1.4 I can give an example of ineffective communication [81]	2.4 I can give examples of what might happen if they did not receive information [82]			
1.5 I can give an example of communicating using two methods together [83]	2.5 I can give examples of what might happen if they did not give information [84]			

Entry level 3, Unit 46 - Developing Customer Service Skills (3 credits)

1. Know about the benefits to an organisation of good customer service.	2. Understand the possible consequences of poor customer service.	3. Understand the value of first impressions.	4. Know about positive verbal and non-verbal interaction with customers.	5. Recognise the importance of respect for the individual in relation to good customer service.
1.1 I can list three examples of good practice in	2.1 I can state how poor customer service can	3.1 I can give two reasons why it is important to	4.1 I can give an example of non-verbal communication	5.1 I can give one reason for maintaining customer

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customer service. [86]	impact on: customers: the organisation itself: staff. [87]	make a good, first impression. [88]	. [89]	confidentiality. [90]
1.2 I can give three reasons why good customer service is important for an organisation. [91]		3.2 I can state one way of creating a positive first impression when communicating : face-to-face: on the telephone: in writing. [92]	4.2 I can name one appropriate and one inappropriate way of communicating verbally with customers. [93]	5.2 I can name one way to maintain customer confidentiality. [94]
			4.3 I can state one way in which non-verbal communication can be used positively to support face-to-face communication . [95]	

Entry level 3, Unit 47 - Skills for Personal Success (3 credits)

1. Know how behaviours influence different situations	2. Know how own behaviours impacts others	3. Know strategies that can be used to modify behaviour in different situations	4. Know how personal behaviour affects personal success
1.1 I can list different situations where behaviours change [97]	2.1 I can describe how verbal communication influence given situations [98]	3.1 I can identify techniques to manage different types of behaviours in self [99]	4.1 I can list behavioural factors that contribute to personal success [100]
1.2 I can give examples of positive behaviour	2.2 I can describe how non-verbal communication	3.2 I can identify techniques to respond to different	

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in given situations [101]	influence given situations [102]	types of behaviour in others [103]
	2.3 I can describe appropriate dress for given situations [104]	
	2.4 I can describe how own behaviour impacts on others [105]	

Entry level 3, Unit 48 - Aspects of Citizenship (3 credits)

1. Understands that individuals have rights and responsibilities.	2. Understand equality issues in relation to current legislation.	3. Understand the main functions of local and national government.	4. Show an awareness of the range of public services available in the local community.
1.1 I can give examples of the legal rights of a British Citizen. [107]	2.1 I can state key provisions in the current equalities legislation. [108]	3.1 I can state how people are elected to local and central government. [109]	4.1 I can list the main public services available in own local community. [110]
1.2 I can state the types of responsibilities individuals have to maintain their own well being. [111]	2.2 I can give an example of a current equality issue. [112]	3.2 I can give an example of the main responsibilities of local government. [113]	
1.3 I can outline the types of responsibilities an individual has to others. [114]		3.3 I can give an example of the main responsibilities of central government. [115]	

Entry level 3, Unit 51 - Managing My Money (3 credits)

1. Know about	2. Know about	3. Understand the

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banking services	deductions from earnings	importance of own money management
1.1 I can identify reason for/benefit of having a bank/building society account [117]	2.1 I can state a deduction that can be made from earnings [118]	3.1 I can give an example of a personal need [119]
1.2 I can identify an advantage and a disadvantage of borrowing money [120]	2.2 I can state what this deduction is for [121]	3.2 I can give an example of a personal want [122]
1.3 I can identify an advantage of saving money [123]		3.3 I can estimate the cost of these personal wants and needs [124]

Entry level 3, Unit 52 - Introduction to Health and Safety (6 credits)

1. Understand the importance of health, safety and welfare in the workplace	2. Know potential hazards and risks in the workplace	3. Know common basic safety signs found in the workplace	4. Demonstrate an awareness of safe practices and protective equipment
1.1 I can explain why health and safety in the workplace is important [126]	2.1 I can identify hazardous materials and non-hazardous materials [127]	3.1 I can identify the different basic safety signs and recognise the hazards they indicate [128]	4.1 I can recognise common fire-fighting equipment [129]
1.2 I can identify the responsibilities of employers and employees in relation to health and safety [130]	2.2 I can name common hazards in the workplace and offer a description of how such hazards may be caused [131]		4.2 I can recognise items of personal protective equipment [132]
	2.3 I can determine whether common access equipment is secure or not (steps, ladders, ramps and		4.3 I can describe some of the precautions to be observed when using non-powered equipment that

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simple non-hydraulic/non-powered platforms) [133]

might be hazardous [134]

4.4 I can identify where First Aid equipment is usually located in the workplace [135]

4.5 I can outline fire and emergency procedures [136]

4.6 I can outline why it is important to report accidents, ill health and other incidents [137]

There are further optional shared units from other Awarding Organisations that we can use. Please contact us if you want to use any of these so we can explain any additional needs or answer any of your questions. Link to additional Entry 3 units

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[112] https://theingots.org/community/emel3u48x#2.2
[113] https://theingots.org/community/emel3u48x#3.2
[114] https://theingots.org/community/emel3u48x#1.3
[115] https://theingots.org/community/emel3u48x#3.3
[116] https://theingots.org/community/emel3u48i
[117] https://theingots.org/community/emel3u51x#1.1
[118] https://theingots.org/community/emel3u51x#2.1
[119] https://theingots.org/community/emel3u51x#3.1
[120] https://theingots.org/community/emel3u51x#1.2
[121] https://theingots.org/community/emel3u51x#2.2
[122] https://theingots.org/community/emel3u51x#3.2
[123] https://theingots.org/community/emel3u51x#1.3
[124] https://theingots.org/community/emel3u51x#3.3
[125] https://theingots.org/community/emel3u51i
[126] https://theingots.org/community/emel3u52x#1.1
[127] https://theingots.org/community/emel3u52x#2.1
[128] https://theingots.org/community/emel3u52x#3.1
[129] https://theingots.org/community/emel3u52x#4.1
[130] https://theingots.org/community/emel3u52x#1.2
[131] https://theingots.org/community/emel3u52x#2.2
[132] https://theingots.org/community/emel3u52x#4.2
[133] https://theingots.org/community/emel3u52x#2.3
[134] https://theingots.org/community/emel3u52x#4.3
[135] https://theingots.org/community/emel3u52x#4.4
[136] https://theingots.org/community/emel3u52x#4.5
[137] https://theingots.org/community/emel3u52x#4.6
[138] https://theingots.org/community/emel3u52i

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');