



Prince's Trust

**QUALIFICATIONS**

# Personal Development and Employability Skills

**August 2018**

## Purpose of this document

The Qualification Specification is designed to give centres information so that they can offer the Personal Development and Employability Skills qualifications to their learners. It contains the information to ensure learners complete the correct number of units and in the correct combination to meet the qualification structures and the rules of combination required.

This document must be read in conjunction with the following documents to ensure centres and learners have all the information about how to achieve these qualifications.

### Qualification Support Pack 00 – Centre Handbook

This handbook explains the administration processes that support qualification delivery, for example how to become an Approved Centre, what access arrangements Prince's Trust Qualifications (PTQ) has for learners with special requirements, what level of service you can expect from ourselves and what systems and sanctions PTQ uses should malpractice or maladministration be suspected.

This handbook also outlines the roles and responsibilities expected of an Assessor and Internal Quality Assurer within a centre, and provides competency profiles for each role.

### Qualification Support Pack 01 – Building a Portfolio

This handbook is a good practice guide to building a portfolio and is intended to support centres when designing assessment activities and supporting portfolio evidence formats. It gives examples of common issues and practical steps to overcome them.

The examples used are not all specific to the Personal Development and Employability Skills qualification but the principles explained still apply.

### Qualification Support Pack 02 – Internal Quality Assurance

This handbook describes the different internal quality assurance activities that may be undertaken within centres and gives good practice examples which centres can use to support their own practice.

### Qualification Support Pack 03 – Making Claims and Results

This handbook explains the administration processes when making a claim for units or qualifications, issuing of certificates, the resubmission process as well as the Appeals Procedure. PTQ's assessment strategy can also be found in this handbook as well as information outlining the retention of evidence requirements.

All these handbooks can be found on our Qualifications webpage ([www.princes-trust.org.uk/qualifications](http://www.princes-trust.org.uk/qualifications)) by clicking on the country where the qualification will be delivered and then following the link to '[Guidance for Centres](#)' or by following the hyperlink above.

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In 40 years The Prince's Trust has worked with over 825,000 young people giving practical and financial support to develop key work skills helping them move into employment, education and training.

The Prince's Trust is recognised by the qualification regulators in England, Wales, Northern Ireland and Scotland to develop, offer and award qualifications.

#### Prince's Trust Qualifications seek to:

- Ensure young people have every opportunity to gain formal recognition of their skills and achievements
- Develop qualifications that offer flexibility, choice and pathways to progression
- Provide excellent support and service to our partners to ensure they are best placed to support young people

Recognising that many young people lack formal qualifications we actively promote our qualifications to those who need them most; young people who have struggled at school or are long term unemployed, those who have poor mental health, are addicted to drugs or alcohol, have been in care, are homeless or have been in trouble with the law, single parents, asylum seekers and refugees.

#### Quality of Service:

Prince's Trust Qualifications believes that all young people should have the chance to succeed. We want you to have a positive experience when you work with us, so we are committed to ensuring that:

- You will be treated equally and with respect
- Your information will only be used in a way we've agreed with you, unless you tell us something that places you or others at risk of harm
- You can expect to be treated by staff in a professional manner
- You can also expect our staff to be approachable, inspiring, empowering, passionate and non-judgemental

#### Regulatory requirements

Prince's Trust Qualifications is regulated by all UK qualification regulators and as such our regulatory responsibilities are:

- Maintaining the integrity of nationally recognised qualifications
- Issuing formal qualification and unit certificates
- Ensuring qualifications are accessible to all and free from barriers and discrimination
- Continuous self-assessment to ensure units and qualifications are robust and fit for purpose
- Meeting regulatory criteria and principles

#### Contact details:

Prince's Trust Qualifications  
9 Eldon Street, London EC2M 7LS  
020 7543 1391

[qualifications@princes-trust.org.uk](mailto:qualifications@princes-trust.org.uk)

## Qualification Aim

The Prince's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment and are available for use with pre and post 16 learners:

They give learners the opportunity to:

- Develop their own personal growth and engagement in, and through, learning
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- Prepare themselves for progression into further education programmes, apprenticeships or other work based learning
- Develop their English and mathematics skills

## Qualification Summaries – Entry 3

Prince's Trust Entry 3 Award in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	600/6952/1
QW Approval/Designation No.	C00/0511/1
Date for registrations	November 2012
Age range	Pre 16, 16-18, 19+
Credit value range	6 - 18
Minimum % of credits required at Entry 3	51%
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	54
Total Qualification Time (TQT)	60
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Entry 3 Certificate in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	600/8034/6
QW Approval/Designation No.	C00/0525/5
Date for registrations	February 2013
Age range	Pre 16, 16-18, 19+
Credit value range	21- 36
Minimum % of credits required at Entry 3	51%
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	201
Total Qualification Time (TQT)	210
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

## Qualification Summaries - Level 1

Prince's Trust Level 1 Award in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	600/8032/2
QW Approval/Designation No.	C00/0525/3
Date for registrations	February 2013
Age range	Pre 16, 16-18, 19+
Credit value range	6 - 18
Minimum % of credits required at Level 1	51%
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	54
Total Qualification Time (TQT)	60
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Level 1 Certificate in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	600/7958/7
QW Approval/Designation No.	C00/0525/6
Date for registrations	February 2013
Age range	Pre 16, 16-18, 19+
Credit value	21- 36
Minimum % of credits required at Level 1	51%
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	201
Total Qualification Time (TQT)	210
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Level 1 Diploma in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	601/4129/3
QW Approval/Designation No.	Not yet available in Wales
Date for registrations	September 2014
Age range	Pre 16, 16-18, 19+
Credit value range	39 - 57
Minimum % of credits required at Level 1	51%
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	369
Total Qualification Time (TQT)	390
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

## Qualification Summaries - Level 2

Prince's Trust Level 2 Award in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	600/8033/4
QW Approval/Designation No.	C00/0525/4
Date for registrations	February 2013
Age range	Pre 16, 16-18, 19+
Credit value range	6 - 18
Minimum % of credits required at Level 2	51%
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	54
Total Qualification Time (TQT)	60
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Level 2 Certificate in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	600/8035/8
QW Approval/Designation No.	C00/0525/7
Date for registrations	February 2013
Age range	Pre 16, 16-18, 19+
Credit value range	21 - 36
Minimum % of credits required at Level 2	51%
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	201
Total Qualification Time (TQT)	210
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Level 2 Diploma in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	603/1408/4
QW Approval/Designation No.	Not yet available in Wales
Date for registrations	June 2017
Age range	Pre 16, 16-18, 19+
Credit value range	39 - 57
Minimum % of credits required at Level 2	51%
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	369
Total Qualification Time (TQT)	390
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry



## Qualification Structures

### Award Qualification Structure

The rules of combination detailed below need to be met before Prince's Trust Qualifications can award any of the Award sized qualifications.

Minimum number of units to be achieved	2
Minimum number of credits to be achieved	6
Maximum number of credits to be achieved	18

The qualification will be awarded at the level at which the majority of credits have been achieved.

Barred combination – 'Participating in Exercise' and 'Preparing for a Healthy Lifestyle' units cannot be claimed as the only two units for an Award. If these two units are being claimed a third unit must be claimed as well in order to meet the overall requirements of the qualification.

If Awards are being claimed with the minimum number of credits, all six credits must be at the same level for the qualification to be awarded.

### Certificate Qualification Structure

The rules of combination detailed below need to be met before Prince's Trust Qualifications can award any of the Certificate sized qualifications.

Minimum number of credits to be achieved	21
Maximum number of credits to be achieved	36

The qualification will be awarded at the level at which the majority of credits have been achieved.

### Diploma Qualification Structure

The rules of combination detailed below need to be met before Prince's Trust Qualifications can award any of the Diploma sized qualifications.

Minimum number of credits to be achieved	39
Maximum number of credits to be achieved	57

The qualification will be awarded at the level at which the majority of credits have been achieved.

In recognition of the fact that some learners can achieve different levels for different units, PTQ operate on the basis that learners can achieve units within the same qualification at one level above or one level below the level of the overall qualification claimed. For further guidance please see Appendix 4.

## Units

The Personal Development and Employability Skills qualifications cover a range of skills. An overview of the units available and the corresponding levels and credits is given below.

Unit title	Available at			Credit value
	Entry 3	Level 1	Level 2	
Career Planning	•	•	•	3
Community Project	•	•	•	6
Customer Service	•	•	•	3
Digital Skills	•	•	•	3
Interpersonal and Self-Management Skills	•	•	•	3
Managing Money	•	•	•	3
Participating in Exercise	•	•	•	3
Personal Project	•	•	•	3
Planning for Personal Development	•	•	•	3
Practising Leadership Skills		•	•	3
Preparing for a Healthy Lifestyle	•	•	•	3
Presentation Skills	•	•	•	3
Teamwork Skills	•	•	•	3
Undertaking an Enterprise Project	•	•	•	6
Work Experience	•	•	•	6

For more detail of the individual units and the assessment criteria please see Appendix 1.

Appendix 2 provides the level descriptors for the three levels covered by the units and qualifications.

## Rules of Combination

When meeting rules of combination, learners do not have to achieve units in any particular order and Assessors should tailor learning programmes to meet individual learner needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of these qualifications and identify opportunities to link the units and levels.

Learners not able to complete a full qualification can have their achievements recognised through unit only certification.

### Barred Combinations

Learners undertaking the same units at different levels will have the higher level unit awarded for a qualification. Units with the same or similar titles cannot both be counted towards the same qualification.

'Participating in Exercise' and 'Preparing for a Healthy Lifestyle' units cannot be claimed as the only two units for an Award. If these two units are being claimed a third unit must be claimed as well to meet the overall requirements for the qualification.

If you are unsure about the rules of combination for a qualification please contact Prince's Trust Qualifications to discuss.

### Progression

These qualifications provide a platform for learners to progress onto further education opportunities and/or employment, as they develop personal development and employability skills.

### Language

If you wish to offer these qualifications in Welsh please contact The Prince's Trust Qualifications.

### Access Arrangements

More detailed information about the Special Consideration and Reasonable Adjustments policies for these qualifications is provided in the Centre Handbook (QSP 00)

## Assessment of Qualifications

### Grading

The Personal Development and Employability Skills qualifications are 100% centre assessed using portfolios of evidence and are graded as pass or fail. The portfolios are internally assessed and externally moderated.

The assessment process is as follows:

- Activities are internally set by the centre to meet the requirements detailed in the unit assessment criteria
- The learners are assessed internally at the centre by an Assessor whilst they engage in activities
- The learner's evidence is collated into a portfolio, which is referenced using a unit Tracking Sheet
- The centre undertakes internal quality assurance activities which includes sampling portfolios assessed by each Assessor.
- A further sample of portfolios is then externally moderated by Prince's Trust Qualifications

With these qualifications the best practice approach is to assess by 'continuous assessment'. This means that the learner is assessed throughout their programme of study, allowing for alternative activities to be set and further evidence produced while there are still opportunities during the programme. Continuous assessment keeps learners motivated and engaged as it provides the learner with opportunities to discuss progress, check they are working at the correct level for their ability and producing sufficient evidence. This open dialogue with the learner should be recorded on their portfolio, directly on their work and on the Tracking Sheet in the form of assessor feedback. The writing of comments on learners' work, and Tracking Sheets, provides a means of communication between staff during the internal quality assurance and with the External Moderator if the work forms part of the moderation sample.

More detailed information about the assessment strategies for these qualifications is provided in the Centre Handbook (QSP 00) and Making Claims and Results Handbook (QSP 03), both are available on our website [Guidance for centres](#)

### Evidence

To achieve the units and qualifications learners need to gather evidence from activities which demonstrate they have met each of the assessment criteria. Some evidence of a learner's performance will also be derived from observation records and testimonies from witnesses, who observe the learner carrying out activities. Evidence can be in a variety of forms and can be varied according to learners' interests and needs.

Through completion of activities on the learning programme, the learners should generate evidence to demonstrate they have completed all of the assessment criteria sufficiently.

More detailed information is provided in the Building a Portfolio handbook (QSP 01) which is available on our website [Guidance for centres](#)

### Recording Achievement

When learners have gathered their evidence, Tracking Sheets are used to record which piece(s) of evidence meets each assessment criteria. Learners are likely to collect far more evidence than they need and it is therefore important that the Tracking Sheets are only used to record the specific evidence needed to meet the criteria and not every piece of work produced.

The Tracking Sheets must be signed and dated by the learner and the Assessor. By signing the Tracking Sheets the learner and Assessor are declaring that the portfolio submitted is the learner's own work. The qualification will not be awarded without a signed declaration.

The Trust does not require every piece of evidence to be signed and dated.

Tracking Sheets for this qualification can be downloaded from our [website](#).

### Making claims

Centres should only claim units and qualifications for learners when they are satisfied that their portfolio meets all the assessment criteria and the work has undergone internal quality assurance. Making claims is the official stage of notifying Prince's Trust Qualifications that the learners are being submitted for external moderation.

There will be regular opportunities to submit learners' portfolios throughout the year. Please check the qualification web page for the latest dates: [Prince's Trust Qualifications](#)

### Staff requirements

To adhere to The Prince's Trust quality assurance arrangements for these qualifications, the centre must ensure that the following roles and responsibilities have been undertaken:

- Assessors
- Internal Quality Assurer (IQA)

The same person must never complete the internal quality assurance processes on portfolios they have assessed. More detailed information for the Assessor and Internal Quality Assurers roles, with competency profiles, is provided in the Centre Handbook (QSP 00) available on our website [Guidance for centres](#)

### Support for centres

#### Training

Prince's Trust Qualifications offers training to support centres deliver and administer these qualifications.

#### Website

Our website is regularly updated to ensure the latest information about the qualification is available to centre staff, as too are best practice guidance notes and policies. The website can be accessed via the following link: [Prince's Trust Qualifications](#)

## Appendix list

Appendix 1 - Unit overview table

Appendix 2 - Level descriptors

Appendix 3 - Rules of Combination illustrative examples

Appendix 4 - Qualification price list

## Appendix 1

The units listed below are available for use from 1<sup>st</sup> January 2017.

Unit title	Level	GLH	PTQ code	URN
Career Planning	Entry 3	30	CPL2017/3	R/615/4094
	Level 1	30	CPL2017/1	Y/615/4095
	Level 2	30	CPL2017/2	D/615/4096
Community Project	Entry 3	60	CPR2017/3	H/615/4097
	Level 1	60	CPR2017/1	K/615/4098
	Level 2	60	CPR2017/2	M/615/4099
Customer Service	Entry 3	27	CS2017/3	K/615/4103
	Level 1	27	CS2017/1	T/615/4105
	Level 2	27	CS2017/2	A/615/4106
Digital Skills	Entry 3	27	DSK2017/3	J/615/4108
	Level 1	27	DSK2017/1	L/615/4109
	Level 2	27	DSK2017/2	R/615/4113
Interpersonal and Self-Management Skills	Entry 3	27	ISM2017/3	M/615/4118
	Level 1	27	ISM2017/1	M/615/4121
	Level 2	27	ISM2017/2	A/615/4123
Managing Money	Entry 3	27	MMM2017/3	L/615/4126
	Level 1	27	MMM2017/1	R/615/4130
	Level 2	27	MMM2017/2	D/615/4132
Participating in Exercise	Entry 3	30	PEX2017/3	H/615/4133
	Level 1	30	PEX2017/1	T/615/4136
	Level 2	30	PEX2017/2	F/615/4138
Personal Project	Entry 3	30	PP2017/3	A/615/4140
	Level 1	30	PP2017/1	L/615/4143
	Level 2	30	PP2017/2	R/615/4144
Planning for Personal Development	Entry 3	27	PPD2017/3	D/615/4146
	Level 1	27	PPD2017/1	K/615/4148
	Level 2	27	PPD2017/2	M/615/4152
Practising Leadership Skills	Entry 3	n/a	n/a	n/a
	Level 1	27	PLS2017/1	J/615/4156
	Level 2	27	PLS2017/2	R/615/4158
Preparing for a Healthy Lifestyle	Entry 3	27	PHL2017/3	Y/615/4159
	Level 1	27	PHL2017/1	L/615/4160
	Level 2	27	PHL2017/2	R/615/4161
Presentation Skills	Entry 3	30	PSK2017/3	Y/615/4162
	Level 1	30	PSK2017/1	D/615/4163
	Level 2	30	PSK2017/2	H/615/4164



Teamwork Skills	Entry 3	30	TWK2017/3	K/615/4165
	Level 1	30	TWK2017/1	D/615/4177
	Level 2	30	TWK2017/2	D/615/4180
Undertaking an Enterprise Project	Entry 3	60	EPR2017/3	K/615/4182
	Level 1	60	EPR2017/1	F/615/4186
	Level 2	60	EPR2017/2	J/615/4190
Work Experience	Entry 3	60	WEX2017/3	Y/615/4193
	Level 1	60	WEX2017/1	H/615/4195
	Level 2	60	WEX2017/2	T/615/4198

The assessment criteria for the units at each level can be found on the following pages.

## Career Planning

The aim of this unit is to give the learner an understanding of the job search, application and interview process in order to equip them with the skills necessary to progress onto a sustainable job/training opportunity that is suited to their interests. It is an opportunity for learners to think about careers they may wish to pursue, and reflect upon the training, education and experience required in that profession.

With the high demand for jobs, learners need to be aware of where to search for suitable jobs and how to best present themselves both, using their CVs or applications, and in person when they get to the interview.

	Entry 3	Level 1	Level 2
Be able to recognise suitable jobs or training opportunities	1.1 Identify sources of careers advice and guidance	1.1 Identify sources of careers advice and guidance	1.1 Identify sources of careers advice and guidance
	1.2 Give an example of a career option relevant to own interests	1.2 Give examples of career options relevant to own interests	1.2 Give example of career options relevant to own interests
	1.3 Outline likely tasks that you would undertake in this career option	1.3 Describe advantages and disadvantages of the identified career options	1.3 Compare advantages and disadvantages of the identified career options
		1.4 Identify job vacancies or training opportunities relevant to the identified career options	1.4 Outline training and educational needs for a preferred option
			1.5 Describe your suitability for the preferred option
Understand how to apply for jobs or training opportunities	2.1 Complete an application form	2.1 Produce a personal CV in a format appropriate for seeking employment	2.1 Produce a personal CV in a format appropriate for seeking employment
		2.2 Complete an application form to an appropriate standard for submission	2.2 Produce a covering letter to support your CV for a specific job
			2.3 Complete an application form to an appropriate standard for submission

<p>Be able to take part in an interview</p> <p>Know how to prepare for an interview (E3)</p>	3.1 Identify appropriate behaviour and clothing for an interview	3.1 List what to consider when preparing for an interview	3.1 Explain what needs to be considered when preparing for an interview
	3.2 Identify questions that you may be asked in an interview	3.2 Prepare responses to potential interview questions	3.2 Prepare responses to potential interview questions
	3.3 Prepare responses to potential interview questions	3.3 Take part in a real or simulated interview	3.3 Give examples of questions you would ask at an interview
		3.4 Identify personal strengths and areas for improvement following an interview	3.4 Take part in a real or simulated interview
			3.5 Review personal strengths and areas for improvement following an interview

## Community Project

The aim of this unit is for the learner to plan, complete and review a project in the wider community. As part of the planning the learners should have some involvement in selecting the project undertaken. The community project can be completed by an individual but is more likely to be undertaken by a group of learners and as such they will look at how the skills within the group can be used to complete the project by dividing up the different roles and responsibilities.

The length and scope of the project will depend on the time and resources available however, it should reflect the 60 TQT assigned to the unit. The tutor/supervisor will need to ensure all aspects of the project are safe and legal.

	Entry 3	Level 1	Level 2
Understand the needs of their wider community and how they can be met	1.1 Give examples of potential projects that could help the wider community	1.1 Give examples of potential projects that could help the wider community	1.1 Describe the needs of the wider community
	1.2 Select a community project to undertake	1.2 Identify advantages and disadvantages of two potential community projects	1.2 Assess the advantages and disadvantages of two potential community projects
	1.3 Identify a benefit of the project to the wider community	1.3 Describe the benefits of the chosen project to the wider community	1.3 Explain why the community project was chosen
			1.4 Explain how the project is going to meet the needs of the wider community
Be able to plan a suitable community project	2.1 Identify how you will contribute to the community project	2.1 Identify the tasks needed for the community project	2.1 Produce a detailed plan for the activities stating who will complete each task and when
	2.2 Identify the equipment and materials required for the community project	2.2 List the equipment and materials required for the community project	2.2 List the resources needed for the community project
	2.3 Identify any costs or Gift in Kind savings associated with the project	2.3 Calculate costs or Gift in Kind savings associated with the community project	2.3 Calculate costs or Gift in Kind savings associated with the community project

	2.4 Give a deadline for the community project to be completed	2.4 Produce a timeline for the community project	2.4 Explain with reasons any external help required
Be able to carry out a community project	3.1 Identify the possible hazards for own tasks undertaken	3.1 Give examples of possible hazards with the project and actions taken to reduce them	3.1 Complete a risk assessment for tasks you are responsible for
	3.2 Identify any support required to complete tasks	3.2 Identify any support required to complete tasks	3.2 Complete task/s for which you are responsible
	3.3 Contribute to the completion of the community project	3.3 Complete task/s for which you are responsible	3.3 Contribute to completion of group task/s
		3.4 Contribute to completion of group task/s	3.4 Review the project's progress at a mid-way point
Be able to review the community project	4.1 Identify what went well with the community project	4.1 Identify what went well with the community project	4.1 Evaluate the community project taking into account the tasks that were completed well and making suggestions for tasks that could have been improved.
	4.2 Identify a task that could have been improved	4.2 Identify what could have been improved	4.2 Explain what skills you have developed by planning and completing the community project
		4.3 State what skills you have developed by completing the community project	
Understand the wider community	5.1 Identify what you have learned about the wider community	5.1 Describe what you have learned about the wider community while completing the project	5.1 Explain what you have learned about the wider community while completing the project

## Customer Service

The aim of this unit is to develop learners' understanding of the benefits of good customer service and how an organisation can provide effective levels of customer service through their procedures and good practice standards. Learners are required to each interact with customers and demonstrate good customer service standards in a real situation.

	Entry 3	Level 1	Level 2
Understand features of good customer service	1.1 Give an example of good customer service	1.1 Give examples of good customer service	1.1 Describe examples of good customer service
	1.2 Give an example of poor customer service	1.2 Give examples of poor customer service	1.2 Describe examples of poor customer service
	1.3 Identify why customer service is important	1.3 State why good customer service is important	1.3 Explain how customer service can influence customers
			1.4 Describe how organisations can provide good customer service
Understand customer needs and how own organisation tries to meet them	2.1 Identify what products or services own organisation provides to customer	2.1 State the products or service own organisation provides to customers	2.1 Describe the products or services own organisation provides to customers
	2.2 Identify how own organisation provides products or services in ways that meet customer needs	2.2 State how own organisation provides products/services in ways that meet customer needs	2.2 Describe how own organisation provides products/services in ways that meet customer needs
		2.3 Give examples of ways own organisation can gather customer feedback	2.3 Describe different ways of gathering customer feedback
			2.4 Explain the importance of gathering customer feedback

Understand own organisation's customer service procedures and good practice standards	3.1 Identify ways to interact with customers in your organisation	3.1 State own role and responsibilities in relation to customer service	3.1 Describe own role and responsibilities in relation to customer service
		3.2 State what should be done in the event of a customer complaint	3.2 Describe own organisation's procedures for resolving customer complaints
Be able to provide good customer service	4.1 Give examples of how you gave good customer service in own organisation	4.1 Provide good customer service	4.1 Provide good customer service
Be able to review customer service in own organisation	5.1 Identify ways to improve customer service in own organisation	5.1 Give examples of ways to improve customer service in own organisation	5.1 Describe ways to improve customer service in own organisation

## Digital Skills

The aim of this unit is to ensure learners are confident in using their digital skills to find, present and share information, are aware of the wider uses digital skills have within a workplace and understand some of the implications to using technology as a form of communication, both positive and negative.

	Entry 3	Level 1	Level 2
Understand e-safety	1.1 Identify what is meant by "e-safety"	1.1 State what is meant by "e-safety"	1.1 Explain what is meant by "e-safety"
	1.2 Identify positive and negative online behaviour	1.2 Give examples of positive and negative online behaviours	1.2 Describe the consequences of positive and negative online behaviour
	1.3 Identify the features which make a password secure	1.3 Give examples of features that make a password secure	1.3 Explain what features make a password secure
Understand uses of digital skills and tools	2.1 Select tasks which require digital skills	2.1 Give examples of tasks which require digital skills	2.1 Describe tasks that require digital skills
	2.2 Give examples of digital communication tools	2.2 State the advantages and disadvantages of different digital communication tools	2.2 Explain the advantages and disadvantages of different digital communication tools
Be able to use digital tools to find and present information	3.1 Use the internet to find information on a subject	3.1 Use the internet to find information on a subject from different sources	3.1 Use the internet to find information on a subject from different sources
	3.2 Present information using digital tools	3.2 Present information using digital tools	3.2 Present information using different digital tools
Be able to review own digital skills and identify areas for development	4.1 Identify own digital skills that need to be developed	4.1 Give examples of own digital skills that need to be developed	4.1 Give examples of own digital skills that need to be developed
		4.2 Identify ways to develop these digital skills	4.2 Describe ways these digital skills can be developed



## Interpersonal and Self-Management Skills

The aim of this unit is for learners to develop an understanding of interpersonal and self-management skills and be able to recognise these skills in themselves and others. Learners will consider the body language used by themselves and others, time management skills and passive, assertive and aggressive behaviour and how to recognise and manage stress

These are important employability skills and learners who are able to acknowledge and demonstrate these skills are in a more favourable position when it comes to interviews and on the job performance.

	Entry 3	Level 1	Level 2
Be able to recognise a range of interpersonal skills	1.1 Give an example of positive body language	1.1 Give examples of positive body language	1.1 Explain what is meant by the term non-verbal communication
	1.2 Give an example of negative body language	1.2 Give examples of negative body language	1.2 Explain why listening skills are important
		1.3 Give examples of aggressive, assertive and passive behaviour	1.3 Describe examples of aggressive, assertive and passive behaviour
Understand the importance of self-management	2.1 Identify why time management is important	2.1 State why time management is important	2.1 Explain why time management is important
	2.2 Select ways to manage time	2.2 Give examples of how own time can be managed better	2.2 Describe a situation when own time has been managed effectively
	2.3 Identify signs of stress	2.3 Identify signs of stress	2.3 Describe signs of stress
	2.4 Give examples of how to manage stress appropriately	2.4 Give examples of how to manage own stress appropriately	2.4 Describe stress management techniques that could be used by self and others
Be able to demonstrate appropriate interpersonal skills	3.1 Use appropriate body language for a specific situation	3.1 Use appropriate body language when responding to others	3.1 Use appropriate body language when responding to others in different situations
	3.2 Allow others to express their views/responses without interrupting	3.2 Communicate appropriately with others	3.2 Communicate appropriately with others in different situations

Be able to review own interpersonal and self-management skills	4.1 Give examples of how to improve own interpersonal or self-management skills	4.1 Identify own strengths in relation to interpersonal or self-management skills	4.1 Describe own strengths in relation to interpersonal or self-management skills
		4.2 Give examples of how to improve own interpersonal or self-management skills	4.2 Describe how to improve own interpersonal and self-management skills

## Managing Money

The aim of this unit is to support learners to understand some of the basic principles around personal money management.

Personal debt is a growing concern and learners are taken through some of the basic principles that they need to know when working out their take home pay and budgeting principles for a household income so that they develop an understanding of the value of money.

	Entry 3	Level 1	Level 2
Know about banking services	1.1 Identify benefits of having a bank or building society account	1.1 Give examples of financial services provided by banks or building societies	1.1 Compare financial services offered by different types of provider
	1.2 Identify an advantage of borrowing money	1.2 Describe the importance of having a bank/building society account	1.2 List personal documents which may be required to open a bank or building society account
	1.3 Identify a disadvantage of borrowing money	1.3 State the advantages of two different ways of borrowing money	1.3 Compare the advantages and disadvantages of different ways of borrowing money
	1.4 Identify an advantage of saving money	1.4 State the disadvantages of two different ways of borrowing money	1.4 State potential consequences of not repaying loans
		1.5 State the advantages of saving money	1.5 Outline different ways you could save money
Know about deductions from earnings	2.1 Identify a deduction that can be made from earnings	2.1 Identify different types of deductions from earnings	2.1 Give examples of different types of deductions from earnings
	2.2 State what this deduction is for	2.2 State why these deductions are made	2.2 Explain the reasons why these deductions are made
Understand the importance of own money management	3.1 Give an example of a personal need	3.1 Give examples of income and outgoings for a household	3.1 Compile a basic monthly household budget
	3.2 Give an example of a personal want	3.2 Give examples, with costs, of personal needs and wants	3.2 Give examples, with costs, of personal needs and wants

	3.3 Estimate the cost of these personal wants and needs	3.3 Outline the importance of personal budgeting	3.3 Explain the importance of personal budgeting
		3.4 Give examples of organisations that provide help and advice on money management	3.4 Explain how a personal budget can be monitored
			3.5 State the services that are offered by organisations that provide help and advice on money management

## Participating in Exercise

This unit enables learners to experience active participation in physical exercise. Learners will be able to develop their physical abilities as well as understand the benefits of participation in exercise and then look at ways to safely incorporate exercise into their lifestyles.

	Entry 3	Level 1	Level 2
Understand the benefits of exercise	1.1 State benefits of exercise	1.1 Give examples of social and health benefits of exercise	1.1 Describe the social and health benefits of exercise
			1.2 Explain the skills or abilities that could be developed when participating in exercise
Understand how to reduce risks when participating in exercise	2.1 Identify risks associated with exercise	2.1 Give examples of risks associated with exercise	2.1 Describe risks associated with exercise
	2.2 State how you could reduce the risk when participating in exercise	2.2 State how you could reduce the risks when participating in exercise	2.2 Explain how you could reduce the risks when participating in exercise
Be able to participate in exercise	3.1 Identify local facilities that could be used for participating in exercise	3.1 Give examples of local facilities that could be used for participating in exercise	3.1 Describe local facilities that could be used for participating in exercise
	3.2 Participate in: a) a warm up b) exercise c) a cool down	3.2 Identify the resources required to participate in a chosen exercise	3.2 Describe the resources required to participate in a chosen exercise
		3.3 Participate in: a) a warm up b) exercise c) a cool down	3.3 Participate in: a) a warm up b) individual exercise c) team exercise d) a cool down
Be able to review own participation in exercise	4.1 Identify something that you enjoyed about taking part in exercise	4.1 Identify what you enjoyed about taking part in exercise	4.1 Review your participation in the individual and team exercises
	4.2 Identify how you could make own life more active	4.2 Give examples of how you could make own life more active	4.2 Produce an action plan for making own life more active

## Personal Project

The aim of this unit is to enable a learner to select a project which is relevant to their personal interests and then carry out the project as an individual. Project management skills should be developed by the learner as they plan, carry out and review the project they have selected. Examples could include projects related to music, gardening, IT etc.

	Entry 3	Level 1	Level 2
Be able to select a project (activity or piece of research) to be undertaken as an individual	1.1 State the project and its aim	1.1 Outline the project and its aims	1.1 Describe the project that has been chosen
	1.2 Identify a personal learning objective for the project	1.2 State why the project was chosen	1.2 Outline the aims of the project
		1.3 Identify the personal learning objectives for the project	1.3 Explain the personal learning objectives for the project
Be able to plan the project to meet the aims	2.1 State the tasks needed to complete the project	2.1 Produce a task list and timeline for the project	2.1 Identify the tasks needed to complete the project
		2.2 Identify the resources needed to complete the project	2.2 State the resources needed to complete the project
			2.3 Explain why the resources are required to complete the project
			2.4 Produce a detailed plan for the project stating when each task will be started and completed
Be able to carry out the project	3.1 Complete the tasks identified to carry out the project	3.1 Complete the tasks identified to carry out the project	3.1 Complete the tasks identified to carry out the project
Be able to review the project	4.1 State what went well with the project	4.1 Outline whether the project aims and personal learning objectives were met	4.1 Present the project to an audience using an appropriate format
	4.2 State what you would do differently next time	4.2 Give examples of what went well with the project	4.2 Obtain feedback on the project

		4.3 Give examples of what could have been improved and how	4.3 Review whether the project met the aims
		4.4 State what skills you have developed by completing the project	4.4 Evaluate own learning and performance on the project

## Planning for Personal Development

The aim of this unit is for learners to develop an understanding of how to assess their strengths and weaknesses to set manageable, achievable goals for work and/or personal life. In this unit, the learner will consider their own strengths and weaknesses and how they might address areas of weakness. The learner will find out how to set both long-term and short-term goals, make and review their plans for achieving them

	Entry 3	Level 1	Level 2
Be able to identify own personal development needs	1.1 Identify something you are good at	1.1 Give examples of own personal strengths	1.1 Describe personal strengths
	1.2 Identify something you want to improve	1.2 Give examples of own areas for personal development	1.2 Describe areas for personal development
Be able to plan own personal development improvement	2.1 Identify a SMART target for personal development	2.1 Identify SMART targets for personal development	2.1 Identify SMART targets for personal development
	2.2 Identify actions required to achieve target	2.2 Produce an action plan with dates for reviewing personal development targets	2.2 Produce an action plan with dates for reviewing personal development targets
			2.3 Explain factors that could help or hinder progress towards meeting personal development targets
Be able to review personal development plans	3.1 Review progress towards target with a suitable person	3.1. Review progress and achievements regularly against plan with a suitable person	3.1 Review progress and achievements regularly against plan
		3.2 Give an example of a successful outcome from following the personal development plan	3.2 Obtain feedback from others on your performance
		3.3 Give examples of future SMART targets for personal development	3.3 Give examples of successful outcomes from following the personal development plan



			3.4 Revise personal development plan to reflect future SMART targets for development
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## Practising Leadership Skills

The aim of this unit is to provide an opportunity for learners to demonstrate and then review their leadership skills in an appropriate group situation. This unit is designed for learners who demonstrate leadership potential to individually develop their skills. Please note that as this unit requires the practical demonstration of good leadership skills it is only available at Level 1 and Level 2.

	Level 1	Level 2
Understand the skills and qualities needed for leadership	1.1 Identify effective leaders	1.1 Give examples of effective leaders
	1.2 Give examples of situations that require leadership	1.2 Describe situations that require leadership
	1.3 Give examples of the skills and qualities needed for leadership	1.3 Explain why certain skills and qualities are needed for leadership
	1.4 Describe own skills and qualities relevant for leadership	1.4 Explain how own skills and qualities are relevant for leadership
Be able to prepare for a leadership activity	2.1 Select a suitable activity to demonstrate own leadership skills	2.1 Select a suitable activity to demonstrate own leadership skills
	2.2 Describe the skills needed to lead the activity	2.2 Explain the skills needed to lead the activity
		2.3 Undertake a risk assessment of the activity
Be able to lead a group activity	3.1 Communicate the objectives of the activity to the group	3.1 Communicate the objectives of the activity to the group
	3.2 Lead a group activity	3.2 Allocate tasks or roles to individual group members
	3.3 Give constructive feedback to group members during the activity	3.3 Lead a group activity
		3.4 Give constructive feedback to group members during the activity
Be able to review own leadership skills	4.1 Obtain constructive feedback on your leadership performance during the activity	4.1 Obtain constructive feedback on your leadership performance during the activity
	4.2 Give examples of how you could improve your leadership skills	4.2 Evaluate your leadership performance
		4.3 Explain how you could improve your leadership skills

## Preparing for a Healthy Lifestyle

The aim of this unit is to introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to plan activities which will improve their own lifestyle such as a balanced diet e.g. food groups, risks of over/under eating; sufficient sleep; taking regular exercise; alcohol and drug awareness.

A key part to this unit at Levels 1 and 2 is the cooking of a healthy meal. The act of cooking supports the other aspects of the unit, and encourages learners to develop independent living skills. To be classed as cooking heat must be applied to food in some way; learners must therefore apply heat to at least one ingredient within the meal for it to be a suitable assessment activity.

	Entry 3	Level 1	Level 2
Understand the factors that contribute to a healthy lifestyle	1.1 Give examples of things to include for a healthy lifestyle	1.1 Give examples of things to include for a healthy lifestyle	1.1 Describe the factors that contribute to a healthy lifestyle
	1.2 Give examples of things to avoid for a healthy lifestyle	1.2 Give examples of things to avoid for a healthy lifestyle	1.2 Give examples of factors that contribute to an unhealthy lifestyle
		1.3 Give examples of the impacts on health of: a) drinking alcohol b) smoking tobacco c) taking illegal drugs and substances d) lack of sleep	1.3 Describe the health and social effects of: a) drinking alcohol b) smoking tobacco c) taking different illegal drugs or substances d) lack of sleep
Be able to plan a healthy meal	2.1 Select a healthy meal	2.1 Select a healthy meal to cook	2.1 Describe how different food groups contribute to a healthy diet
	2.2 Identify the ingredients for this meal	2.2 Identify the ingredients, and required amounts, for this meal	2.2 Compare the nutritional information shown on different food labels
	2.3 Identify the steps involved in preparing this meal	2.3 Identify the steps, timings and equipment needed to cook the meal	2.3 Select a healthy two course meal to cook

		2.4 Calculate the cost of the ingredients	2.4 Produce a detailed plan for cooking the two courses including: a) ingredient amounts b) equipment required c) timings
			2.5 Calculate the total cost of the meal
Be able to make a healthy meal (E3)	3.1 Make the meal	3.1 Cook the meal	3.1 Cook the two course meal
Be able to cook a healthy meal (L1 & 2)	3.2 Clean work areas and equipment used in making the meal	3.2 State the cooking methods used	3.2 State the cooking methods used
		3.3 Clean work areas and equipment after cooking	3.3 Clean work areas and equipment after cooking
Be able to work towards a healthy lifestyle	4.1 Give examples of how to make own lifestyle more healthy	4.1 Give examples of how to make own lifestyle more healthy	4.1 Produce an action plan to make own lifestyle more healthy
		4.2 Give examples of places and organisations that offer help and advice about achieving a healthy lifestyle	4.2 Obtain information from places and organisations that offer help and advice about achieving a healthy lifestyle

## Presentation Skills

The aim of this unit is to support the learner to develop their understanding of the benefits and different purposes presentations have, as well as develop the skills needed to give a presentation. The unit requires the learner to prepare, deliver and review their own presentation.

	Entry 3	Level 1	Level 2
Understand purpose of presentations	1.1 Give an example of when a presentation might be used	1.1 Give examples of different situations when presentations might be used	1.1 Describe different situations when presentations might be used
	1.2 Identify the features of a good presentation	1.2 Identify the features of an effective presentation	1.2 Explain the reasons for using presentations
		1.3 Give examples of things to avoid when making presentations	1.3 Describe the features of an effective presentation
			1.4 State things to avoid when making presentations
Be able to prepare for a presentation	2.1 Select a topic to present to an audience	2.1 Select a topic to present to an audience	2.1 Select a topic to present to an audience
	2.2 List points to be made in the presentation	2.2 Identify resources needed for the presentation	2.2 Explain the choice of presentation topic
		2.3 Prepare notes to accompany the delivery of the presentation	2.3 Describe the main points to be made
			2.4 Identify resources needed for the presentation
			2.5 Prepare a visual resource that will enhance the audience's understanding of the presentation
Be able to deliver a presentation	3.1 Give a presentation	3.1 Give a presentation	3.1 Give a presentation
			3.2 Respond to questions from the audience

Be able to review own presentation skills	4.1 Identify what went well	4.1 Identify what aspects of your presentation went well	4.1 Evaluate the presentation taking into account what went well and making suggestions for what could have been improved
	4.2 Identify what you would change next time	4.2 Identify what aspects of your presentation could have been improved	4.2 Explain what skills you have developed by giving a presentation

## Teamwork Skills

The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others towards achieving shared objectives.

The team activity should be collaborative and purposeful and give each learner the opportunity to meet all the criteria. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

	Entry 3	Level 1	Level 2
Understand the importance of teamwork	1.1 Identify an advantage of working in a team	1.1 Identify the advantages of working as a team	1.1 Describe the advantages of working as a team
	1.2 Identify a problem that could occur when working in a team	1.2 Give examples of the problems that could occur when working as a team	1.2 Describe the problems that could occur when working as a team
		1.3 Identify two situations where teamwork is essential	1.3 Explain why teamwork is essential in two situations
Understand roles and relationships within a team	2.1 Identify different roles for team members whilst completing an activity	2.1 Identify different roles for team members whilst completing an activity	2.1 Outline characteristics of an effective team
		2.2 Describe the need for different roles within a team	2.2 Describe different roles for team members whilst completing an activity
		2.3 Identify different ways of making decisions in a team	2.3 Explain the need for different roles within a team
		2.4 Give examples of ways to resolve conflict within a team	2.4 Describe different ways of making decisions in a team
			2.5 Describe different ways to resolve conflict within a team
Be able to take part in team activities	3.1 Identify an objective of a team activity	3.1 Identify objectives for a team activity	3.1 Outline the objectives of different team activities
	3.2 Participate in team activities	3.2 Participate in team activities	3.2 Participate in team activities
		3.3 Identify your role within the team activities	3.3 Explain your role within the team activities

		3.4 Give constructive feedback to a team member	3.4 Give constructive feedback to different team members
		3.5 Obtain constructive feedback from a team member	3.5 Obtain constructive feedback from different team members
Be able to evaluate own performance	4.1 Identify what went well when working as part of a team	4.1 Give examples of how the team worked well	4.1 Explain how the team worked well
	4.2 Identify a task that could have been improved	4.2 Give examples of skills you have developed while working as a team	4.2 Describe skills you have developed while working as a team
		4.3 State ways to improve own team working skills	4.3 Describe ways to improve own team working skills



## Undertaking an Enterprise Project

The aim of this unit is to help the learner develop their enterprise skills by planning, costing, producing, promoting and selling a product or service. An *enterprise activity* might include a group activity (e.g. baking cakes, washing cars) or an individual activity (e.g. making cards) which often raises money. Budgeting and cash flow are aspects of the enterprise project that are required at the higher level of the unit.

	Entry 3	Level 1	Level 2
Understand aspects of a successful enterprise	1.1 Identify a successful enterprise	1.1 Identify successful enterprises	1.1 Identify successful enterprises and what they sell or provide
	1.2 Identify examples of good customer service	1.2 Give examples of good customer service	1.2 Describe examples of good customer service
	1.3 Give an example of a type of market research	1.3 State reasons why good customer service is important	1.3 Explain why good customer service is important
	1.4 Give an example of a way to market a product or service	1.4 Give examples of types of market research	1.4 Describe types of market research
	1.5 State what is meant by the term "profit"	1.5 Give examples of ways to market a product or service	1.5 Describe ways to market a product or service
		1.6 State what is meant by "profit" and "loss"	1.6 Explain what is meant by "profit" and "loss"
			1.7 Explain the term "break-even"
Be able to plan an enterprise project	2.1 Identify an idea for an enterprise project	2.1 Give ideas for an enterprise project	2.1 Describe ideas for an enterprise project
	2.2 Identify potential customers	2.2 Identify the advantages and disadvantages of at least two ideas	2.2 Explain the advantages and disadvantages of at least two ideas
	2.3 Identify the resources required to complete the enterprise project	2.3 Select an enterprise project to undertake	2.3 Select an enterprise project to undertake
	2.4 Identify the costs of the enterprise project	2.4 Identify potential customers	2.4 Identify potential customers

	2.5 State how much you will charge for the products or services	2.5 List all the resources required to complete the enterprise project	2.5 List all the resources required to complete the enterprise project
	2.6 List the tasks involved in the enterprise project	2.6 Calculate the costs of the enterprise project	2.6 Calculate the costs of the enterprise project
	2.7 Identify what tasks you will contribute to	2.7 State how much you will charge for the products or services	2.7 Explain the pricing structure of the product or service
		2.8 List the tasks involved in the enterprise project	2.8 Calculate your break-even point
		2.9 Identify who will do what and by when	2.9 Create an action plan for the enterprise project, identifying who will do what and by when
			2.10 Contribute to a SWOT analysis of the enterprise project
Be able to carry out an enterprise project	3.1 Take part in the enterprise project	3.1 Contribute to the creation of a marketing resource for the enterprise project	3.1 Create a marketing resource for the enterprise project
		3.2 Take part in the enterprise project	3.2 Take part in the enterprise project
Be able to review the enterprise project	4.1 Identify what went well with the enterprise project	4.1 Give examples of what went well with the enterprise project	4.1 Describe what went well with the enterprise project
	4.2 Identify how the enterprise project could have been improved	4.2 Give examples of how the enterprise project could have been improved	4.2 Explain how the enterprise project could have been improved
	4.3 State how much money the enterprise project made	4.3 Calculate how much profit or loss the enterprise project made	4.3 Calculate how much profit or loss the enterprise project made
Be able to review own performance during the enterprise project	5.1 Identify a skill developed during the enterprise project	5.1 Identify own skills developed during the enterprise project	5.1 Explain how own skills were developed during the enterprise project

			5.2 Explain how own performance could have been improved during the enterprise project
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## Work Experience

The aim of the unit is for the learner to develop their skills in, and understanding of, the workplace by preparing for, attending and reviewing a work experience placement. It is also an opportunity for learners to obtain a work reference which they may find useful in the future. Increasingly there is more and more research demonstrating how important work experience is in helping learners move into paid employment.

While completing this unit learners think about what they will gain by undertaking a work experience placement, how they can best prepare for that experience, and what they gained by completing it.

	Entry 3	Level 1	Level 2
Understand the value of work experience	1.1 Identify the benefits of attending a placement	1.1 Outline the benefits of attending a placement	1.1 Describe the benefits of attending a placement
			1.2 Compare advantages and disadvantages of different work experience options
Be able to plan for a safe work experience	2.1 State where you will be going on work experience	2.1 State where you will be going on work experience	2.1 Apply for work experience
	2.2 Identify skills you hope to gain on your work experience	2.2 State skills you hope to gain on your work experience	2.2 Describe skills that you hope to gain on your work experience
	2.3 Plan how to get to your work experience	2.3 Plan own journey to ensure you arrive on time at your work experience	2.3 Plan own journey to ensure you arrive on time at your work experience
	2.4 Identify who to report to when on work experience	2.4 Identify who to report to when on work experience	2.4 Identify who to report to when on work experience
Be able to complete a safe work experience placement	3.1 Identify where health and safety information can be found at your work experience	3.1 Identify where health and safety information can be found at your work experience	3.1 Identify where health and safety information can be found at your work experience
	3.2 Arrive at work on time	3.2 Arrive at work on time	3.2 Arrive at work on time
	3.3 Give examples of what you did during your work experience	3.3 Outline the tasks you were involved in during your work experience	3.3 Describe the tasks you were responsible for during your work experience placement

	3.4 Follow instructions to complete tasks safely in the workplace	3.4 Give examples of tasks that you were unable to undertake	3.4 Explain which tasks you were unable to undertake
	3.5 Communicate appropriately with others in the workplace	3.5 Follow instructions to complete tasks safely in the workplace	3.5 Follow instructions to complete tasks safely in the workplace
		3.6 Communicate appropriately with others in the workplace	3.6 Communicate appropriately with others in the workplace
Be able to review your work experience placement	4.1 Identify what you enjoyed about your work experience	4.1 Give examples of what you enjoyed about your work experience	4.1 Describe what you enjoyed about your work experience
	4.2 Give an example of something that could have improved your work experience	4.2 Identify ways the work experience could have been improved	4.2 Explain ways the work experience could have been improved
		4.3 Identify skills you developed during the work experience	4.3 Describe skills you developed during the work experience
			4.4 Explain how this experience will help you in the future

## Appendix 2

### Level Descriptors

The Regulated Qualification Framework (RQF) incorporates levels from Entry 1 through to Level 8. For the purposes of this document only the levels at which these qualifications are offered at have been included below.

The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that level. The level descriptors are framed as outcomes and each category starts with a stem statement (“the holder can...”) which then links into the outcomes associated with each level of the framework.

Centre staff and learners can use the descriptors to understand more about the difference between and relative demand of the units and qualifications offered by PTQ.

Level	Knowledge descriptor (the holder ....)	Skills descriptor (the holder can...)
Entry 3	Has basic knowledge and understanding to carry out structured tasks and activities in familiar contexts; and Knows and understands the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.
Level 1	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and Is aware of aspects of information relevant to the area of study or work	Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. Select and use relevant information.  Identify whether actions have been effective.
Level 2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems.  Can interpret relevant information and ideas.  Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.  Identify, gather and use relevant information to inform actions.  Identify how effective actions have been.

Source: 'Qualification and Component Levels' (Ofqual/15/5774)

## Appendix 3

### Qualification Structure Examples

*A qualification will be awarded at the level at which the majority of credits have been achieved.*

The examples below detail situations where a learner has passed different units and highlights the qualification (size and level) that they can then claim for.

#### Example 1

A learner achieves the following:

Total credits achieved	6
Number of credits at L1	6
Number of units	1
Qualification that can be claimed	None
Explanation	A minimum of 2 units must be achieved for the Award; if a 6 credit unit is achieved, a further unit must be achieved in order to gain the Award.

#### Example 2

A learner achieves the following:

Total credits achieved	6
Number of credits at L1	3
Number of credits at L2	3
Qualification that can be claimed	None
Explanation	The learner has not achieved a majority of credits at any given level. All 6 credits must be completed at a single level to gain an Award.

#### Example 3

A learner achieves the following:

Total credits achieved	9
Number of credits at L1	6
Number of credits at L2	3
Qualification that can be claimed	Level 1 Award
Explanation	The learner has achieved over 51% of credits at Level 1; the qualification is therefore awarded at this level.

#### Example 4

A learner achieves the following:

Total credits achieved	24
Number of credits at E3	15
Number of credits at L1	9
Qualification that can be claimed	Entry Level 3 Certificate
Explanation	The learner has achieved over 51% of credits at Entry Level 3; the qualification is therefore awarded at this level.

#### Example 5

A learner achieves the following:

Total credits achieved	36
Number of credits at E3	3
Number of credits at L1	15
Number of credits at L2	18
Qualification that can be claimed	Level 2 Certificate
Explanation	<p>The Entry 3 credits will not count towards the Certificate as they are two levels below the qualification; however a Level 2 Certificate with 33 credits is awarded.</p> <p>The learner has achieved over 51% of credits at Level 2; the qualification is therefore awarded at this level. A single unit certificate can be awarded for the Entry 3 unit so that the learner's achievement is still formally recognised and recorded.</p>



## Appendix 4

### Price List

#### Keeping Costs Low

We are committed to ensuring that Young People have every opportunity to gain formal recognition of their skills and achievements so we continue to offer competitively-priced qualifications.

#### Personal Development and Employability Skills

3 credit unit	£7.00
6 credit unit	£14.00
Unit certificate (per unit achieved)	£2.50
Qualification certificate	£2.50

#### Enquiries and Appeals

Stage 1 Enquiry	£50.00
Stage 2 Enquiry / Appeal	£100.00
Stage 3 Independent Appeals Board	£100.00

#### Bespoke Postal External Moderation

Bespoke EM	£250.00
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#### Resubmissions

Within six months of original submission	Free
Over six months from original submission	Charged as a new entry

#### Replacement Certificates

Replacement certificate	£20.00
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All invoices are subject to payment within 30 days of the date of invoice. Please see our invoicing policy for more information. Any invoices not paid will be subject to our malpractice and maladministration sanctions.