

# Qualification specification

**NCFE Entry Level Certificate in Personal and  
Social Development (Entry 2)**

**QN: 501/0225/4**

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## Summary of changes

This section summarises the changes to this qualification specification. Please check the qualification page on the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
V3.1	January 2020	Information regarding the <u>wellbeing and safeguarding</u> of learners added to Section 1
V3.2	June 2022	Information regarding <a href="#">entry requirements</a> added to Section 1 Information regarding <a href="#">support handbooks</a> added to Section 1 Information regarding <a href="#">assessment in English</a> added to Section 3

# Section 1

## Qualification overview

## **Qualification overview**

### **Introduction**

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Entry Level Certificate in Personal and Social Development (Entry 2).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Entry Level Certificate in Personal and Social Development (Entry 2).

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## Things you need to know

<b>Qualification number (QN)</b>	<b>501/0225/4</b>
<b>Aim reference</b>	50102254
<b>Total Qualification Time (TQT)</b>	140
<b>Guided Learning Hours (GLH)</b>	140
<b>Credit value</b>	14
<b>Level</b>	Entry 2
<b>Assessment requirements</b>	Internally assessed and externally quality assured portfolio of evidence

### Total Qualification Time (TQT)

Total Qualification Time is 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.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### Credit

The credit value is equal to the Total Qualification Time divided by 10, rounded to the nearest whole number.

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### About this qualification

This is a regulated qualification. The regulated number for this qualification is 501/0225/4.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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### Qualification purpose

This qualification aims to:

- recognise a range of skills for personal and social development
- encourage and support learners in developing their personal skills to complement learning in other areas (for example vocational learning).

### Qualification objectives

The objectives of this qualification are to:

- develop learners' personal and social skills to have them formally recognised
- build up learners' achievements in a way which is appropriate and meaningful for them.

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### Achieving this qualification

To be awarded the Entry Level Certificate in Personal and Social Development (Entry 2) learners are required to successfully complete 8 units from Group A with a minimum of 14 credits. Learners may wish to complete any of the additional units from Group B to gain extra credits, however, these units will not contribute to the overall credit value of the qualification.

### Group A optional units

Unit No	Unit title
Unit 01	Community action
Unit 02	Developing self
Unit 03	Dealing with problems in daily life
Unit 04	Environmental awareness
Unit 05	Healthy living
Unit 06	Individual rights and responsibilities
Unit 07	Making the most of leisure time
Unit 08	Managing own money
Unit 09	Managing social relationships
Unit 10	Parenting awareness
Unit 11	Preparation for work
Unit 12	Working as part of a group
Unit 13	Working towards goals



### Group B optional units

Unit No	Unit title
Unit 14	Looking for work
Unit 15	Completing an application form
Unit 16	Getting ready for interviews

The learning outcomes for each unit are provided in Section 2 (page 14).

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Entry Level Certificate in Personal and Social Development (Entry 2), learners must successfully demonstrate their achievement of all learning outcomes of the units, as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partials certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

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### Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

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### Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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### Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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## Entry guidance

This qualification is designed for learners working at Entry 2, which may encompass learners with mild learning difficulties and/or disabilities.

There are no specific recommended prior learning requirements for this qualification.

This qualification is suitable for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Progression opportunities

This qualification is suitable for learners pre- and post-16 who are engaged in a personalised learning programme at Entry 2. They may progress to independent living, supported employment and a range of other qualifications to meet their own progression requirements.

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## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](https://register.ofqual.gov.uk) and on the NCFE website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification

end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

### **Staffing requirements**

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

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### **Support for learners**

#### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

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### **Support for centres**

#### **Support handbook**

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

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## **Customer Support team**

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

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## **Reasonable Adjustments and Special Considerations Policy**

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our NCFE website.

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## **Subject maps**

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

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## **Fees and Pricing**

The current fees and pricing guide is available on the NCFE website.

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## **Training and support**

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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## **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit, eg '(M/100/7116)'. However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

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### Unit 01 Community action (Y/502/0449)

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<b>Unit summary</b>	The aim of this unit is to encourage learners to participate in local community activities and understand the benefits of these activities for themselves and the community.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

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#### Learning outcome 1

The learner will:

- 1 Recognise local community groups

The learner can:

- 1.1 Identify a community group in their local area and what it does
- 

#### Learning outcome 2

The learner will:

- 2 Be able to demonstrate how they participate in community activities

The learner can:

- 2.1 Participate in a community activity that is relevant to them
  - 2.2 Identify how this activity benefits others
-



### Unit 01 Community action (Y/502/0449) (cont'd)

#### Delivery and assessment

**Community groups:** These may be faith groups (such as a local Christian, Muslim or Sikh group) or may be groups of people who have come together with a common interest or purpose (examples of these may include parent groups linked to local schools, local toddler groups, hobby or interest groups or neighbourhood watch groups).

**Community activity:** activities which are manageable by learners working at this level and take place in the local area.

1.1 - Record of learner description of community group identified and what it does (this could include who belongs to it, any actions the group takes or has taken etc).

2.1 - Statement from a member of the community group or another appropriate person who has witnessed the participation of the learner in the community activity (eg a carer, parent, relative, friend, group leader etc) where the learner is observed to be taking a role in the group (for example being involved in a discussion or undertaking a simple activity). The involvement can be at a very simple level and should be something that would be naturally undertaken by the learner working at this level.

2.2 - Record of a discussion between the learner and their Tutor of their participation in the community activity, including the learner being able to identify how the activities benefit others and how they benefit themselves.

#### Types of evidence

Evidence could include:

- record of oral and/or written questioning – (1.1)
- witness testimony – (2.1)
- professional discussion – (2.2)

## Unit 02 Developing self (M/502/0442)

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<b>Unit summary</b>	The aim of this unit is to 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.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

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### Learning outcome 1

The learner will:

- 1 Be able to recognise their strengths and areas they need to develop

The learner can:

- 1.1 Identify a personal strength or ability
  - 1.2 Identify an area for self-development
- 

### Learning outcome 2

The learner will:

- 2 Recognise how to develop themselves

The learner can:

- 2.1 Identify a personal skill or behaviour they need to develop
  - 2.2 Agree with an appropriate person a suitable target to work towards
  - 2.3 Identify who will support them in developing the identified skill or behaviour
  - 2.4 Work through activities to develop the agreed skill or behaviour
- 

### Learning outcome 3

The learner will:

- 3 Review their development

The learner can:

- 3.1 Carry out a simple review of the progress they have made
  - 3.2 Identify what went well and what did not go so well
-

**Unit 02 Developing self (M/502/0442) (cont'd)**

<b>Delivery and assessment</b>
<p>1.1, 1.2 - Oral or written description of one personal strength or ability and an area for self-development they need to develop.</p> <p>2.1, 2.2, 2.3, 2.4 - An action plan or appropriate record including short description by the learner of how they will develop their personal skill/behaviour (NB this could also be done orally if appropriate to the learner), the target they have identified and agreed, identification of support (eg the Tutor) and steps needed to develop the skill or behaviour.</p> <p>3.1, 3.2 - Record of review carried out by learner and Tutor and identification of what went well and what did not go so well and an identification of the choices they have made about how to continue to develop their skills (ie any agreed activities they will undertake in the future).</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• record of oral and/or written questioning – (1.1, 1.2, 3.1, 3.2)</li><li>• product (action plan) – (2.1–2.4)</li></ul>

### Unit 03 Dealing with problems in daily life (D/502/0436)

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<b>Unit summary</b>	The aim of this unit is to introduce learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Demonstrate an awareness of how to recognise straightforward problems

The learner can:

- 1.1 Identify a straightforward problem
  - 1.2 Identify a way of tackling the problem, with appropriate support
- 

#### Learning outcome 2

The learner will:

- 2 Tackle straightforward problems

The learner can:

- 2.1 Tackle the problem using a given procedure
  - 2.2 Ask for advice or support if needed
-

**Unit 03 Dealing with problems in daily life (D/502/0436) (cont'd)**

**Delivery and assessment**

**Straightforward problem:** An appropriate problem for a learner working at Entry 2 to tackle – the problem does not have to be solved to achieve the unit.

1.1, 1.2 - Record of discussion between learner and Tutor identifying an appropriate problem and a way of tackling the problem. The learner must be able to demonstrate at least one idea of how to tackle the problem that they share with the Tutor.

2.1, 2.2 - Record of how the learner tackled the problem and whether they asked for support or guidance. If no advice is needed, the learner should be able to identify who they could have asked for help.

**Types of evidence**

Evidence could include:

- professional discussion – (1.1, 1.2)
- record of oral/written questioning – (2.1, 2.2)

#### Unit 04 Environmental awareness (L/502/0657)

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<b>Unit summary</b>	The aim of this unit is to encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

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#### Learning outcome 1

The learner will:

- 1 Demonstrate an awareness of how the actions of humans affect the environment

The learner can:

- 1.1 Identify a human behaviour which harms the environment
  - 1.2 Identify a human behaviour which helps the environment
- 

#### Learning outcome 2

The learner will:

- 2 Demonstrate an awareness of environmental issues which affect their life

The learner can:

- 2.1 Identify an environmental issue which is relevant to their life
  - 2.2 Say how this issue affects their life
- 

#### Learning outcome 3

The learner will:

- 3 Be able to demonstrate a way in which they can help the environment

The learner can:

- 3.1 Agree with an appropriate person an activity that they can participate in to help the environment
  - 3.2 Participate in a given activity to help the environment
-

**Unit 04 Environmental awareness (L/502/0657) (cont'd)**

**Delivery and assessment**

1.1, 1.2 - Record of a discussion between the Tutor and the learner or a short written statement from the learner which gives an example of human behaviour that is harmful to the environment and another that helps the environment.

2.1, 2.2 - Record of a discussion between the Tutor and the learner where the learner identifies an environmental issue which is relevant to them (ie appropriate and understood for learners working at this level) and identifies at least one way in which each issue affects their life.

3.1 - Record of a discussion between the Tutor and the learner where the learner identifies one activity that they can carry out which will improve the environment in the local area.

3.2 - Statement from the Tutor or other appropriate person in which the learner has been observed participating in an activity which helps the environment. The activity can be devised by the Tutor or another appropriate person and given to the learner to carry out to ensure it is at the appropriate level.

**Types of evidence**

Evidence could include:

- record of oral/written questioning – (1.1, 1.2)
- professional discussion – (2.1, 2.2, 3.1)
- witness statement – (3.2)

### Unit 05 Healthy living (L/502/0450)

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<b>Unit summary</b>	The aim of this unit is to introduce learners to ways in which they can contribute to a healthy lifestyle and encourage them to demonstrate activities which will improve their own lifestyle.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Recognise the steps needed to lead a healthy lifestyle

The learner can:

- 1.1 Identify what they can do to contribute to a healthy lifestyle
  - 1.2 Identify an activity which will make an improvement to their lifestyle
- 

#### Learning outcome 2

The learner will:

- 2 Demonstrate how they can contribute to own healthy lifestyle

The learner can:

- 2.1 Participate in an activity to contribute to a healthy lifestyle
-



**Unit 05 Healthy living (L/502/0450) (cont'd)**

<b>Delivery and assessment</b>
<p><b>Healthy lifestyle:</b> For example taking more exercise, eating healthily, giving up smoking etc.</p> <p><b>Activity to contribute to a healthy lifestyle:</b> This could be based around exercise (eg walking or riding a bike instead of taking the car or bus, going to the local gym or participating in an exercise class if one is available), eating healthily (choosing a healthy lunch at the canteen, eating at least one fruit or vegetable a day etc).</p> <p>1.1, 1.2 - Record of discussion between the learner and the Tutor in which the learner provides a short description of at least one thing which they can do to make their life healthier, makes a choice about at least one appropriate activity that can improve their lifestyle and provides a short description about how the activity has improved their lifestyle. (NB the descriptions could be written and used as product evidence if this is appropriate).</p> <p>2.1 - Statement to confirm that the learner has participated in at least one activity which contributes to a healthy lifestyle by Tutor or another appropriate person.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• professional discussion – (1.1, 1.2)</li><li>• witness statement – (2.1)</li></ul>

### Unit 06 Individual rights and responsibilities (F/502/0445)

<b>Unit summary</b>	The aim of this unit is to raise the learner's awareness of their rights and responsibilities as an individual.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

#### Learning outcome 1

The learner will:

- 1 Recognise that they have rights and responsibilities as an individual

The learner can:

- 1.1 Identify an individual right which is relevant to them
- 1.2 Identify a responsibility that they have for themselves
- 1.3 Say who could help if they have problems with their rights or responsibilities

#### Delivery and assessment

**Right:** Examples could include human rights, rights as an individual, right not to be discriminated against on grounds of race, age, disability, gender etc.

**Responsibility:** Examples of individual responsibilities could include being law abiding, being aware of the rights and sensibilities of others, keeping safe, keeping healthy etc.

**Sources of help:** Could include either individuals (Tutor, relatives, carers etc) or organisations (Citizens Advice Bureau etc) as appropriate to their knowledge and ability to recognise these.

1.1–1.3 - Record of discussion between Tutor and learner in which the learner is able to identify, with support, an individual right relevant to their own particular circumstances, a responsibility they have for themselves, and sources of support.

#### Types of evidence

Evidence could include:

- record of oral/written questioning – (1.1–1.3)

### Unit 07 Making the most of leisure time (M/502/0649)

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<b>Unit summary</b>	The aim of this unit is to introduce learners to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

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#### Learning outcome 1

The learner will:

- 1 Demonstrate an awareness of how they make use of their own leisure time

The learner can:

- 1.1 Identify an activity they take part in
  - 1.2 Identify the benefits to themselves of taking part in this activity
- 

#### Learning outcome 2

The learner will:

- 2 Be able to take part in leisure activities

The learner can:

- 2.1 Take part in an activity which they find relaxing
  - 2.2 Take part in an activity which they find challenging
- 

#### Learning outcome 3

The learner will:

- 3 Demonstrate an awareness of their likes and dislikes about different activities

The learner can:

- 3.1 Identify what they liked about the activities
  - 3.2 Identify what they did not like about the activities
-

**Unit 07 Making the most of leisure time (M/502/0649) (cont'd)**

**Delivery and assessment**

**Leisure activities:** This could be an activity they do alone or with other people and could be formal or informal as appropriate to the learner's own interests.

**Benefits of leisure activities:** eg it helps them to relax, to meet other people and have a good time etc.

1.2, 1.2 - Record of discussion between the learner and Tutor to identify a way in which they can use their leisure time and at least 2 benefits of using their leisure time in different ways.

2.1, 2.2 - Statement confirming that the learner has participated in 2 activities – one which is relaxing and one which is challenging – as appropriate to their individual abilities and interests.

3.1, 3.2 - Record of discussion between the learner and the Tutor where the learner identifies at least one aspect that they enjoyed and one that they disliked about the activities they undertook.

**Types of evidence**

Evidence could include:

- professional discussion – (1.1, 1.2)
- witness statement – (2.1, 2.2)
- record of oral/written questioning – (3.1, 3.2)

### Unit 08 Managing own money (Y/502/0452)

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<b>Unit summary</b>	The aim of this unit is to introduce learners to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

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#### Learning outcome 1

The learner will:

- 1 Recognise their income and expenditure

The learner can:

- 1.1 Identify their weekly income
  - 1.2 Identify items they need to spend money on
  - 1.3 Prepare a simple personal weekly budget
- 

#### Learning outcome 2

The learner will:

- 2 Know how to carry out simple transactions

The learner can:

- 2.1 Demonstrate paying for an item
  - 2.2 Make simple calculations when paying for an item
-

**Unit 08 Managing own money (Y/502/0452) (cont'd)**

<b>Delivery and assessment</b>
<p><b>Income:</b> Examples include grants, income support, wages etc.</p> <p><b>Ways of paying for items:</b> Cash, cheque, credit/debit card etc.</p> <p><b>Appropriate calculations:</b> For example checking, within reason, whether they have received the right change for an item if this is appropriate, or being able to identify if they have enough cash with them.</p> <p>1.1, 1.2 - Record of a discussion between the learner and the Tutor where the learner identifies their sources of income (eg from a bank statement, payslip, grant letter etc) and the items they spend money on (eg from a list of items and the costs of each).</p> <p>1.3 - A straightforward personal weekly budget based on income and expenditure with support and guidance from the Tutor.</p> <p>2.1, 2.2 - Statement to confirm that the learner has paid for a single item in a given situation (this may be simulated or real) and evidence that the learner has made at least one appropriate calculation with support and guidance (eg checking change, making sure they have enough money).</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• record of oral/written questioning – (1.1, 1.2)</li><li>• budget – (1.3)</li><li>• witness statement – (2.1, 2.2)</li></ul>

### Unit 09 Managing social relationships (A/502/0444)

<b>Unit summary</b>	The aim of this unit is to encourage learners to use appropriate behaviours when interacting with others in social situations.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

#### Learning outcome 1

The learner will:

- 1 Recognise how to interact with others in everyday and familiar situations

The learner can:

- 1.1 Take part in an exchange with a familiar person about an everyday topic
- 1.2 Use appropriate behaviours during the exchange
- 1.3 Ask and respond to questions appropriately
- 1.4 Express opinions simply and show respect for those of the other person

#### Delivery and assessment

**Appropriate behaviours:** For example using appropriate body language and tone of voice (ie not standing too close to someone, being aware of how loud they are speaking etc).

**Express opinions simply:** For example "I liked that film" or "I didn't like that song".

1.1–1.4 - Statement to confirm that learner has participated in an exchange with at least one familiar person about an everyday topic, in which the learner used appropriate behaviours, asked at least one question and responded to at least one question appropriately, expressed at least one opinion and showed respect for those of the other person.

#### Types of evidence

Evidence could include:

- witness statement – (1.1–1.4)

### Unit 10 Parenting awareness (A/502/0654)

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<b>Unit summary</b>	This unit aims to introduce learners to some of the issues facing new parents and encourages them to identify sources of help and support for new parents.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Demonstrate an awareness of the demands of having a baby

The learner can:

- 1.1 Identify a way in which having a new baby can be demanding for new parents
- 

#### Learning outcome 2

The learner will:

- 2 Demonstrate an awareness of the sources of help and support available for parents

The learner can:

- 2.1 Identify a source of help for new parents
  - 2.2 Identify a facility in their local area which supports parents with young children
- 

#### Learning outcome 3

The learner will:

- 3 Demonstrate an awareness of a parent's responsibility for keeping a baby safe and healthy

The learner can:

- 3.1 Identify a way that a parent can protect a baby against an unsafe situation in the home
  - 3.2 Give an example of when a parent should seek medical advice about their baby's health
-



## Unit 10 Parenting awareness (A/502/0654) (cont'd)

### Delivery and assessment

**Sources of help for new parents:** This could be informal, in the form of relatives or friends, or formal, such as health visitors, doctors, midwives etc.

**Facility that supports parents with young children:** Eg doctor's surgery, post-natal groups, other parent and baby group such as Sure Start, toddler groups etc.

**Unsafe situations in the home:** Examples of unsafe situations might include a hot oven or cooker in a kitchen, open doors on washing machines or driers, cupboards storing harmful substances such as cleaning products, stairs, breakable objects, sharp edges to tables etc.

**Examples of when to seek medical advice:** These may include difficulty breathing, a bang on the head followed by unconsciousness, burns or scalds, rashes, high temperature etc.

1.1 - Record of discussion between the learner and Tutor in which the learner identifies how having new baby can be demanding for new parents.

2.1, 2.2 - Record of discussion between the learner and Tutor in which the learner identifies a source of help for new parents and a facility in their local area which supports parents with young children.

3.1, 3.2 - Record of discussion between the learner and Tutor in which the learner identifies a way that a parent can protect a baby against an unsafe situation in the home, and one example of when a parent should seek medical advice.

### Types of evidence

Evidence could include:

- professional discussion – 1.1, 2.1, 2.2, 3.1, 3.2

### Unit 11 Preparation for work (R/502/0451)

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<b>Unit summary</b>	This unit aims to encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for a job application.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Recognise the skills and qualities needed for working life

The learner can:

- 1.1 Identify some personal skills and qualities which employees need
  - 1.2 Identify their own personal skills and qualities
- 

#### Learning outcome 2

The learner will:

- 2 Recognise personal career opportunities

The learner can:

- 2.1 Identify a suitable job role which interests them
  - 2.2 Provide key personal information needed to apply for such a job role
-

### Unit 11 Preparation for work (R/502/0451) (cont'd)

#### Delivery and assessment

**Personal skills and qualities needed by employees:** Examples might include timekeeping/punctuality, appropriate behaviours, personal presentation, ability to work with others.

**Key personal information:** Includes their full name, date of birth, address, phone number, nationality, list of skills, qualities, education, qualifications, experience etc as appropriate.

1.1, 1.2 - Record of a discussion between the learner and the Tutor where the learner provides a brief description of at least 2 skills and qualities employees need and at least 2 of their own personal skills and qualities.

2.1 - Record of a discussion between the learner and the Tutor leading to identification of a suitable job role for the learner.

2.2 - List of key personal information needed by the learner to apply for their identified job role.

#### Types of evidence

Evidence could include:

- professional discussion – (1.1, 1.2, 2.1)
- product – (2.2)

### Unit 12 Working as part of a group (H/502/0437)

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<b>Unit summary</b>	This unit aims to help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Demonstrate an awareness of how to work with others in appropriate ways

The learner can:

- 1.1 Participate in setting ground rules for working with others
  - 1.2 Relate basic information about the work to be carried out
  - 1.3 Identify their role in the group
- 

#### Learning outcome 2

The learner will:

- 2 Be able to demonstrate working as part of a group

The learner can:

- 2.1 Carry out given tasks when working with others
  - 2.2 Ask for or offer help when required
  - 2.3 Identify what went well and what went less well
-

## Unit 12 Working as part of a group (H/502/0437) (cont'd)

<b>Delivery and assessment</b>
<p><b>Working with others:</b> Either formally on a particular project or task, or informally, for example, with friends.</p> <p><b>Ground rules:</b> For example, who is doing what, what tasks need to be done and in which order, what the group wants to achieve etc.</p> <p>1.1, 1.3, 2.1, 2.2 - Statement to confirm that the learner participated in group activities including setting ground rules, identifying their role in the group, carrying out given tasks and asking for or offering help at least once.</p> <p>1.2, 1.3 - Record of a discussion between the learner and Tutor where the learner identifies their role in the group and relates basic information about the work to be carried out.</p> <p>2.3 - Record of discussion between the learner and Tutor where the learner identifies what went well and what went less well. Discussions should focus on the learner's contribution rather than the success or otherwise of the activity or project as a whole.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• witness statement – (1.1, 1.3, 2.1, 2.2)</li><li>• professional discussion – (1.2, 1.3)</li><li>• record of oral/written questioning – (2.3)</li></ul>

### Unit 13 Working towards goals (Y/502/0435)

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<b>Unit summary</b>	This unit aims to help learners to understand how to identify and work toward goals appropriately.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Demonstrate an awareness of personal skills and qualities

The learner can:

- 1.1 Recognise their skills, qualities and interests
  - 1.2 Identify their strengths
  - 1.3 Say what they could improve
- 

#### Learning outcome 2

The learner will:

- 2 Demonstrate an awareness of how to identify goals

The learner can:

- 2.1 Identify some short-term goals they would like to work towards
  - 2.2 Agree a goal with an appropriate person
- 

#### Learning outcome 3

The learner will:

- 3 Follow steps to achieve a personal goal

The learner can:

- 3.1 Say who will support them to work towards the agreed goal
  - 3.2 Carry out given activities to work towards the agreed goal
  - 3.3 Identify what has been achieved
-

### Unit 13 Working towards goals (Y/502/0435) (cont'd)

<b>Delivery and assessment</b>
<p>1.1, 1.2, 1.3 - Record of discussion between the Tutor and the learner where the learner identifies at least one skill, one quality, one interest and at least one strength and one area that they could improve.</p> <p>2.1, 2.2 - Record of discussion between the learner and Tutor where the learner identifies at least 2 short-term goals and agrees one goal with the Tutor. The learner will also identify who will support them to achieve their goal.</p> <p>3.1 - Record of discussion between the learner and the Tutor where the learner identifies at least 2 short-term goals and agrees one goal with the Tutor. The learner will also identify who will support them to achieve their goal.</p> <p>3.2 - Statement to confirm that the learner has carried out the given activities and is working towards the agreed goal.</p> <p>3.3 - Brief description of the goal identified, the given steps to achieve it and a brief description of what has been achieved. (NB There is no requirement for the goal to have been achieved in full for the unit to be achieved).</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• professional discussion – (1.1–1.3, 2.1, 2.2, 3.1)</li><li>• witness statement – (3.2)</li><li>• record of oral/written questioning – (3.3)</li></ul>

## Unit 14 Looking for work (K/502/4313)

<b>Unit summary</b>	This unit shows learners how to carry out searches for jobs. The unit will cover identifying the best places to look for suitable job opportunities, using job searching resources and knowing who can support them to look for work.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

- 1 Know where to find information about potential job opportunities

The learner can:

- 1.1 Identify resources for carrying out searches for job opportunities
- 1.2 Identify sources of support and information that can help them when searching for job roles

### Learning outcome 2

The learner will:

- 2 Know how to carry out a search for potential job opportunities

The learner can:

- 2.1 Use an appropriate resource to carry out a search for potential job opportunities
- 2.2 Identify potential job opportunities

#### Types of evidence

Evidence could include:

- reflective account/diary – (1.1–2.2)
- workbook – (1.1–2.2)
- questioning (hard copy evidence eg brochures, leaflets, specialist sections in newspapers) – (1.1–1.2)
- questioning (hard copy evidence eg job applications and descriptions etc – (2.1-2.2)



### Unit 15 Completing an application form (M/502/4314)

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<b>Unit summary</b>	This unit introduces learners to the sort of information needed for a job application and how to complete a straightforward job application form.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Recognise the types of information requested in a job application form

The learner can:

- 1.1 Identify the key types of information in an application form
  - 1.2 Identify the information they will need to prepare a straightforward application form
- 

#### Learning outcome 2

The learner will:

- 2 Be able to prepare information for a straightforward application form

The learner can:

- 2.1 Collect the information they will need to prepare the application form
  - 2.2 Demonstrate that they have read and understood the instructions for completing the application form
- 

#### Learning outcome 3

The learner will:

- 3 Know how to complete an application form correctly

The learner can:

- 3.1 Complete an application form using appropriate information
  - 3.2 Check the content of the form for accuracy
  - 3.3 Present the application form appropriately for the intended audience and purpose and in accordance with instructions
-

### Unit 15 Completing an application form (M/502/4314) (cont'd)

<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• notes – 1.1–2.2</li><li>• reflective account/diary – 1.1–1.2</li><li>• questioning; annotations to hard copy evidence eg actual application forms – 1.1–1.2</li><li>• questioning – 2.1–2.2</li><li>• hard copy evidence eg application form completed – 3.1–3.3</li></ul>

## Unit 16 Getting ready for interviews (T/502/4315)

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<b>Unit summary</b>	This unit introduces learners to the preparation needed for job interviews.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

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### Learning outcome 1

The learner will:

- 1 Understand how to find out information about the recruiting organisation

The learner can:

- 1.1 Identify who to contact to find out information about the job they are applying for
  - 1.2 Identify the additional information they need to help them with their interview
- 

### Learning outcome 2

The learner will:

- 2 Be able to prepare for an interview

The learner can:

- 2.1 Identify appropriate clothing to wear to the interview
  - 2.2 Prepare for potential questions that an interviewer might ask at the interview and that they might want to ask
  - 2.3 Give examples of appropriate speaking and listening skills they will need to demonstrate during the interview
  - 2.4 Practise speaking and listening skills for their interview with an appropriate person
-

**Unit 16 Getting ready for interviews (T/502/4315) (cont'd)**

**Types of evidence**

Evidence could include:

- questioning – 1.1–2.4
- workbook – 1.1–1.2
- reflective account/diary – 1.1–1.2
- notes – 1.1–1.2
- observation – 2.1–2.4
- stimulated activity – 2.1–2.4
- evidence from others eg witness testimonies – 2.1–2.4

# Section 3

## Assessment and quality assurance

## **Assessment and quality assurance**

### **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Entry Level Certificate in Personal and Social Development (Entry 2) is internally assessed and externally quality assured.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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### **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 14).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
  - permit and encourage authentic activities where the learner's own work can be clearly judged
  - refer to the NCFE website.
- 

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

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## **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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## **Presenting evidence**

### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Assessors, parents and friends

#### **Band 1:**

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

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## **Quality Assurance**

### **Internal quality assurance**

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

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### **External quality assurance**

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.



# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Entry Level in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Contribute to</b>	Give ideas or opinions about the subject.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide some details about the subject or item.
<b>Explain</b>	Provide some details about the subject with simple reasons showing how or why.
<b>Give (an example of...)</b>	Provide a relevant example to support the subject.
<b>Identify</b>	List or name some of the main points.
<b>Indicate</b>	Point out or show.
<b>Label</b>	Give the correct name to identify the subject.
<b>List</b>	Make a list of words, sentences or comments.
<b>Name</b>	Give the correct words which identify the subject.
<b>Order</b>	Arrange in a logical way.
<b>Plan</b>	Think about, organise and give information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Respond to</b>	Reply or answer in words.
<b>Show</b>	Give some information that includes knowledge about the subject.
<b>State</b>	Give some of the main points in brief, clear sentences.

# Section 5

## General information

## **General information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

## Contact us

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Version 3.2 June 2022

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***