

Qualification specification

**NCFE Entry Level Award in Personal and Social
Development (Entry Level 3)**

QN: 501/0261/8

**NCFE Entry Level Certificate in Personal and
Social Development (Entry Level 3)**

QN: 501/0634/X

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 4.2 January 2021). Please check the qualification page on our website for the most recent version.

Version	Publication Date	Summary of amendments
v4.0	August 2019	<p>There have been changes to Unit 06 Individual rights and responsibilities (A/502/0458)</p> <p>This unit now states:</p> <ol style="list-style-type: none"> 1. Understand own individual rights and responsibilities. <ol style="list-style-type: none"> 1.1. Describe an individual human right. 1.2. Identify sources of support or information about rights and responsibilities. 1.3. Describe a responsibility held by self. 1.4. Describe a responsibility to others. <p>The delivery and assessment guidance section has been updated to reflect these amends. The internal assessment sample tasks document has also been updated.</p>
v4.1	January 2020	p.16, information regarding the <u>wellbeing and safeguarding</u> of learners added to Section 1.
v4.2	January 2021	p.34, 'witness statement' information replaced with ' <u>record of discussion</u> ' information.
v4.3	February 2021	Updated links to QualHub throughout, and on p.45, reordered wording of Unit 15 Assessment Criteria 2.1.
v4.4	June 2022	<p>Information regarding entry guidance added to Section 1.</p> <p>Information regarding support handbooks added to Section 1.</p> <p>Information added to section 3 to confirm that 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.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. These qualifications specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Entry Level 3 Award and Certificate in Personal and Social Development.

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 these qualifications specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise these qualifications 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 3 Award in Personal and Social Development or NCFE Entry Level 3 Certificate in Personal and Social Development.

Things you need to know

Qualification number (QN)	501/0261/8
Aim reference	50102618
Total Qualification Time (TQT)	70
Guided Learning Hours (GLH)	70
Credit value	7
Level	Entry Level 3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Qualification number (QN)	501/0634/X
Aim reference	5010634X
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	150
Credit value	15
Level	Entry Level 3
Assessment requirements	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 ten, rounded to the nearest whole number.

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 501/0261/8 and 501/0634/X.

These qualifications are eligible for funding under the Learning and Skills Act 2000 under Sections 96 and 97. For further guidance on funding, please contact your local funding provider.

Qualification purpose

These qualifications aim 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

Qualification objectives

The objectives of these qualifications are to:

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

Achieving these qualifications

To be awarded the NCFE Entry Level 3 Award in Personal and Social Development (501/0261/8), learners must achieve a minimum of 4 units for a minimum credit value of 7 from the units in Group A. At least 5 credits must be achieved at Entry Level 3 or above.

Learners may wish to complete the additional units from Group B to gain extra credits however these units will not contribute to the overall credit value of the qualification.

To be awarded the NCFE Entry Level 3 Certificate in Personal and Social Development (501/0634/X), learners must achieve a minimum of 8 units for a minimum credit value of 15 from the units in Group A. At least 8 credits must be achieved at Entry Level 3 or above.

Learners may wish to complete 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
Unit 14	Rights and responsibilities in the workplace
Unit 15	Cyber-bullying
Unit 16	Understanding CVs
Unit 17	Developing assertiveness
Unit 18	Interpersonal communication skills
Unit 19	Personal care and hygiene
Unit 20	Introduction to independence
Unit 21	Introduction to essential work skills
Unit 22	Understanding interpersonal skills
Unit 23	Understanding how to clean the home
Unit 24	Contraceptive information
Unit 25	Preparing for your next steps

Group B optional units

Unit No	Unit title
Unit 26	Tackling number problems
Unit 27	Job application skills
Unit 28	Interview skills

The learning outcomes for each unit are provided in Section 2.

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

To achieve the NCFE Entry Level 3 Award and Certificate in Personal and Social Development, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in these qualifications specification.

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

Essential skills

While completing these qualifications, 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.

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.

Direct Claim Status

Direct Claim Status will be transferred for these qualifications for centres already delivering NCFE CACHE Entry Level Award in Personal and Social Development (Entry Level 3) (600/4922/4) and NCFE CACHE Entry Level Certificate in Personal and Social Development (Entry Level 3) (600/4924/8).

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

These qualifications are designed for learners working at Entry Level 3 which may encompass learners with mild learning difficulties and/or disabilities.

There are no specific recommended prior learning requirements for these qualifications.

These qualifications are 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 these qualifications are 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 these qualifications.

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

Progression opportunities

These qualifications are suitable for learners pre and post 16 who are engaged in a personalised learning programme at Entry Level 3. They may progress to independent living, supported employment and a range of other qualifications to meet their own progression requirements.

Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on the NCFE website.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date then this will be shown on the qualification page on the NCFE website and approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the 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 expected 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 that 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

All Assessors of NCFE qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, NCFE considers it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable, ie have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent, ie able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Internal Quality Assurance

All staff involved in the internal quality assurance of NCFE qualifications should be appropriately qualified to make quality assurance decisions. Although it isn't a specific requirement of these qualifications, NCFE considers it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification isn't held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, ie have relevant knowledge across units they'll be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

- Post Graduate Certificate in Education (PGCE)
- School-centred initial Teacher training (SCITT)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Graduate Teacher programme
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice
- Evidence of CPD for Safeguarding, Equal Opportunities and basic First Aid.

Examples of occupational experience

- working with SEND learners
- worked with a learner on a one to one basis
- worked with different age groups and levels of ability (Entry 1, 2, 3).

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

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.

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.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

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 the NCFE website.

Directory of Products and Services

This provides summary information about all NCFE qualifications including learner registration fees, guided learning hours and entry requirements.

Fees and Pricing

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

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.

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 these qualifications 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.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

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 regulators' 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 these qualifications please contact our Product Development team on 0191 239 8000.

Unit 01 Community action (F/502/0459)

Unit summary	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.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Demonstrate their knowledge of local community groups

The learner can:

- 1.1 Identify community groups in their local area and what they do
-

Learning outcome 2

The learner will:

- 2 Demonstrate their participation in community activities

The learner can:

- 2.1 Participate in activities within a local community group
 - 2.2 Identify how these activities benefit others
 - 2.3 Identify a benefit for themselves from participating in the activities
-

Unit 01 Community action (F/502/0459) (cont'd)

Delivery and assessment

Guidance on terminology:

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.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Record of oral and/or written questioning

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).

Witness testimony

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.

Professional discussion

2.2, 2.3 - Record of a discussion between the learner and their Tutor of their participation in the community activity including learner being able to identify how the activities benefit others and how they benefit themselves.

Unit 02 Developing self (M/502/0456)

Unit summary	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.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

The learner will:

- 1 Understand how to identify areas for self development

The learner can:

- 1.1 Describe a personal strength or ability
 - 1.2 Identify an area for self development
 - 1.3 Describe a personal skill or behaviour they need to develop
-

The learner will:

- 2 Understand how to take responsibility for their own self development

The learner can:

- 2.1 Describe how they will develop their personal skill or behaviour
 - 2.2 Suggest a suitable target to work towards and agree it with an appropriate person
 - 2.3 Identify the support and resources needed to help them work towards the agreed target
 - 2.4 Work through activities to develop the agreed skill or behaviour
-

The learner will:

- 3 Be able to demonstrate how they have developed personal skills

The learner can:

- 3.1 Review the progress they have made
 - 3.2 Review what went well and what did not go so well
 - 3.3 Make choices about how they will continue to develop their personal skills
-

Unit 02 Developing self (M/502/0456) (cont'd)

Types of evidence

Evidence could include:

Oral and/or written questioning

1.1,1.2,1.3 - Oral or written description of one personal strength or ability, an area for self development and one personal skill or behaviour they need to develop.

Action plan

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.

Oral and/or written questioning

3.1,3.2, 3.3 - 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).

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Unit 03 Dealing with problems in daily life (H/502/0454)

Unit summary	The aim of this unit is to introduce the learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand how to recognise a straightforward problem

The learner can:

- 1.1 Identify a straightforward problem they can tackle
 - 1.2 Share ideas on how to tackle the problem with an appropriate person
-

The learner will:

- 2 Tackle a problem

The learner can:

- 2.1 Identify a way to tackle to the problem
 - 2.2 Carry out activities to tackle the problem
 - 2.3 Ask for appropriate advice
-

The learner will:

- 3 Be able to carry out a review of their progress towards solving a problem

The learner can:

- 3.1 Review the progress in tackling the problem
 - 3.2 Identify what went well and what did not go so well
-

Unit 03 Dealing with problems in daily life (H/502/0454) (cont'd)

Delivery and assessment

Guidance on terminology:

Straightforward problem: an appropriate problem for a learner working at Entry Level 3 to tackle - the problem does not have to be solved to achieve the unit.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Professional discussion

1.1, 1.2 - Record of discussion between the learner and the 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.

Record of oral/written questioning

2.1, 2.3 - Record of how the learner tackled the problem and whether they asked for support or guidance. If no advice was needed, the learner should be able to identify who they could have asked for help.

Witness statement

2.2 - Record of review of progress towards tackling the problem with the learner identifying what went well and what did not go so well. NB the learner does not have to solve the problem in order to achieve the unit.

Professional discussion

3.1, 3.2 - Record of review of progress towards tackling the problem with the learner identifying what went well and what did not go so well eg the learner does not have to solve the problem in order to achieve the unit.

Unit 04 Environmental awareness (R/502/0658)

Unit summary	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.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

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

The learner can:

- 1.1 Give examples of human behaviours which harm the environment
 - 1.2 Give examples of human behaviours which help the environment
-

The learner will:

- 2 Demonstrate an understanding of environmental issues which affects their life

The learner can:

- 2.1 Identify 2 different types of environmental issues which are relevant to their life
 - 2.2 Identify the effects that these issues have on their life
-

The learner will:

- 3 Be able to demonstrate ways in which they can help to improve the environment in the local area

The learner can:

- 3.1 Identify an activity that they can carry out to improve the environment in the local area
 - 3.2 Take part in an activity to improve the environment in their local area
-

Unit 04 Environmental awareness (R/502/0658) (cont'd)

Types of evidence

Evidence could include:

Record of written/oral questioning

1.1, 1.2 - Record of discussion between the Tutor and the learner or short written statement from learner where they give at least 2 examples of human behaviour that are harmful to the environment and at least 2 that help the environment.

Professional discussion

2.1, 2.2 - Record of discussion between the Tutor and the learner where the learner identifies 2 different types of environmental issue which are relevant to them (ie appropriate and understandable for learners working at this level) and identify at least one way in which each issue affects their life.

Professional discussion

3.1 - Record of 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.

Witness statement

3.2 - Statement from the Tutor or other appropriate person in which 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.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Unit 05 Healthy living (T/502/0460)

Unit summary	The aim of this unit is to introduce learners to the ways in which they can contribute to a healthy lifestyle and encourages them to demonstrate activities which will improve their own lifestyle.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand what is needed to lead a healthy lifestyle

The learner can:

- 1.1 Describe what they can do to contribute to a healthy lifestyle
- 1.2 Choose appropriate activities that can make an improvement to their lifestyle

The learner will:

- 2 Demonstrate how they contribute to own healthy lifestyle

The learner can:

- 2.1 Carry out activities to contribute to own healthy lifestyle
 - 2.2 Describe how the activities have improved their lifestyle
-

Unit 05 Healthy living (T/502/0460) (cont'd)

Delivery and assessment

Guidance on terminology:

Healthy lifestyle: for example taking regular exercise, eating healthily, giving up smoking etc.

Activity to contribute to a healthy lifestyle: 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 at College if one is available), eating healthily (choosing a healthy lunch at the canteen, eating at least one fruit or vegetable a day etc).

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Professional discussion

1.1, 1.2, 2.2 - 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 2 appropriate activities that can improve their lifestyle and provides a short description about how the activities have improved their lifestyle. NB the descriptions could be written and used as evidence if this is appropriate.

Witness statement

2.1 - Statement to confirm that the learner has participated in at least 2 activities which contribute to a healthy lifestyle by the Tutor or another appropriate person.

Unit 06 Individual rights and responsibilities (A/502/0458)

Unit summary	The aim of this unit is to raise the learner's awareness of their rights and responsibilities as an individual
Credit value	1
Guided learning hours	10
Level	Entry Level 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand own individual rights and responsibilities

The learner can:

- 1.1 Describe an individual human right
- 1.2 Identify sources of support or information about rights and responsibilities
- 1.3 Describe a responsibility held by self
- 1.4 Describe a responsibility to others

Delivery and assessment

Guidance on terminology:

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

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Record of oral/written questioning

1.1, 1.2, 1.3, 1.4 - Record of discussion between the Tutor and the 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, a responsibility they have for others and at least 2 sources of support.

Unit 07 Making the most of leisure time (H/502/0650)

Unit summary	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.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand how to make use of their leisure time

The learner can:

- 1.1 Identify ways in which they can use their leisure time
- 1.2 Identify the benefits of using their leisure time in different ways

The learner will:

- 2 Be able to participate in a range of 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
- 2.3 Take part in an activity which involves learning a new skill

The learner will:

- 3 Carry out a review of the activities they have tried

The learner can:

- 3.1 Identify what they enjoyed and did not enjoy about the activities
 - 3.2 Identify an activity they would like to try again
-

Unit 07 Making the most of leisure time (H/502/0650) (cont'd)

Delivery and assessment

Guidance on terminology:

Leisure activities: this could be an activity they do alone or with other people and could be formal or informal as appropriate to the learners own interests.

Benefits of leisure activities: for example that it helps them to relax, to meet other people, to have a good time etc.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Professional discussion

1.1, 1.2 - Record of discussion between the learner and Tutor to identify at least 2 ways in which they can use their leisure time and at least 2 benefits of using their leisure time in different ways.

Witness statement

2.1, 2.2, 2.3 - Statement confirming that learner has participated in 3 activities - one which is relaxing, one which is challenging as appropriate to their individual abilities and interests and one in which they learn a new skill.

Witness statement

3.1, 3.2 - Record of discussion between learner and Tutor where learner identifies at least one aspect that they enjoyed and one that they disliked about the activities they undertook and identifies one activity from those they tried that they would like to try again

Unit 08 Managing own money (F/502/0462)

Unit summary	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 carry out transactions capably.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand how to plan a personal budget

The learner can:

- 1.1 Identify their source(s) of income
 - 1.2 Identify their key items on expenditure
 - 1.3 Prepare a straightforward weekly budget plan
 - 1.4 Identify an appropriate way to save surplus money
-

The learner will:

- 2 Know how to carry out transactions

The learner can:

- 2.1 Identify 2 different ways of paying for items
 - 2.2 Demonstrate paying for an item
 - 2.3 Use appropriate calculations when paying for items
-

Unit 08 Managing own money (F/502/0462)

Delivery and assessment

Guidance on terminology:

Income: examples include grants, income support, wages etc.

Ways of paying for items: cash, cheque, credit/debit card etc.

Appropriate calculations: 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.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Record of oral/written questioning

1.1, 1.2, 1.4, 2.1 - Record of discussion between learner and Tutor where learner identifies their sources of income (eg from a bank statement, payslip, grant letter etc), their key items of expenditure (eg from a list of items and the costs of each) and an appropriate way to save surplus money. Learners should also be able to identify 2 different ways to pay for items.

Budget

1.3 - A straightforward personal weekly budget based on income and expenditure with support and guidance from the Tutor.

Witness statement

2.1, 2.2, 2.3 - Statement to confirm that 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 have enough money).

Unit 09 Managing social relationships (T/502/0457)

Unit summary	The aim of this unit is to encourage learners to use appropriate behaviours when interacting with others in social situations.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

The learner will:

- 1 Understand how to interact with others in familiar social situations

The learner can:

- 1.1 Identify situations in which they may need to interact with others
 - 1.2 Identify positive behaviours which can be used when interacting with others
-

The learner will:

- 2 Demonstrate how to interact with others in familiar social situations

The learner can:

- 2.1 Take part in an exchange with one or more people about a topic in which they have an interest
 - 2.2 Use appropriate positive behaviours when participating in the exchange
 - 2.3 Make appropriate contributions
 - 2.4 Express opinions and respect the views of others
-

Unit 09 Managing social relationships (T/502/0457) (cont'd)

Delivery and assessment

Guidance on terminology:

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".
The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Professional discussion

1.1, 1.2 - Record of a discussion between the learner and the Tutor in which they identify at least 2 situations in which they might need to interact with others and at least 2 positive behaviours which they can use when interacting with others.

Record of discussion

2.1, 2.2, 2.3, 2.4 - Discussion could be recorded as a written record of an audio record; individual discussion could follow class or group discussion to build learner's confidence and prepare them for assessment.

Unit 10 Parenting awareness (F/502/0655)

Unit summary	The aim of this unit is to introduce learners to some of the issues facing new parents and encourages them to identify sources of help and support for new parents.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

The learner will:

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

The learner can:

- 1.1 Identify the ways in which having a new baby can be emotionally demanding
 - 1.2 Identify the ways in which having a new baby can be physically demanding
-

The learner will:

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

The learner can:

- 2.1 Identify 2 sources of help for new parents
 - 2.2 Identify 2 facilities in their local area which support parents with young children
 - 2.3 Identify a way in which help and support can benefit new parents
-

The learner will:

- 3 Demonstrate an understanding 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 Identify a way that a parent can protect a baby against a health hazard
 - 3.3 Give an example of when a parent should seek medical advice about their baby's health
-

Unit 10 Parenting awareness (F/502/0655) (cont'd)

Delivery and assessment

Guidance on terminology:

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 doctors 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: examples of this may include difficulty breathing, a bang on the head followed by unconsciousness, burns or scalds, rashes, high temperature etc.

Health hazard: examples could include infectious diseases eg measles, whooping cough, meningitis C etc through immunisation, or illnesses such as e-coli or swine flu through the use of good hygiene.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Professional discussion

1.1, 1.2 - Record of discussion between the learner and the Tutor in which the learner identifies at least one emotional and at least one physical demand in having a new baby.

Professional discussion

2.1, 2.2, 2.3 - Record of discussion between the learner and the Tutor in which the learner identifies 2 sources of help for new parents, 2 facilities in their local area which supports parents with young children and a way in which the help and support can benefit new parent.

Professional discussion

3.1,3.2, 3.3 - Record of discussion between the learner and the Tutor in which the learner identifies a way that a parent can protect a baby against an unsafe situation in the home, a way in which a parent can protect a baby against a health hazard and one example of when a parent should seek medical advice.

Unit 11 Preparation for work (A/502/0461)

Unit summary	The aim of this unit is 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.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

The learner will:

- 1 Understand the skills and qualities needed for working life

The learner can:

- 1.1 Describe some personal skills and qualities which employees need
- 1.2 Identify how their own skills and qualities compare with skills and qualities employees need
- 1.3 Identify areas for development

The learner will:

- 2 Investigate personal career opportunities

The learner can:

- 2.1 Find out about potential job roles which interest them
 - 2.2 Identify a suitable potential job role
 - 2.3 Prepare key personal information needed to apply for the job role
-

Unit 11 Preparation for work (A/502/0461) (cont'd)

Delivery and assessment

Guidance on terminology:

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.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Professional discussion

1.1, 1.2, 1.3 - Record of discussion between the learner and the Tutor where learner provides a brief description of at least 2 skills and qualities useful for working life, at least 2 personal skills and qualities and at least one area for development.

Professional discussion

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

Product

2.1 - Evidence of basic research carried out by the learner (ie print out from internet or job search database, cuttings from newspaper etc).

Product

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

Unit 12 Working as part of a group (K/502/0455)

Unit summary	The aim of this unit is 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.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

The learner will:

- 1 Know how to work with others in appropriate ways

The learner can:

- 1.1 Contribute to setting ground rules for working with others
 - 1.2 Make suggestions about the role they should play in the group
-

The learner will:

- 2 Be able to play an active role in working as part of a group

The learner can:

- 2.1 Carry out agreed activities when working with others on a group task
 - 2.2 Make suggestions and receive feedback appropriately
 - 2.3 Ask for or offer help when required
-

The learner will:

- 3 Review their role in the group

The learner can:

- 3.1 Review their work with others
 - 3.2 Identify how they contribute to the group
 - 3.3 Identify what went well and areas they could improve in working with others
-

Delivery and assessment

Guidance on terminology:

Working with others: either formally on a particular project or task, or informally for example with friends.

Ground rules: for example who is doing what, what tasks need to be done and in which order, what the group wants to achieve etc.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Witness statement

1.1, 1.2, 2.1, 2.2, 2.3 - Statement to confirm that the learner made an active contribution to group activities including setting ground rules, making suggestions about the role they should play in the group, carrying out agreed activities, making at least one suggestion and receiving feedback in an appropriate way, and asking for or offering help at least once.

Record of oral/written questioning

3.1,3.2, 3.3 - Record of discussion between the learner and the Tutor where the learner carries out a review of their work, identifies their contribution to the group and what went well and at least one aspect they could improve. Discussions should focus on the learner's contribution rather than the success or otherwise of the activity or project as a whole.

Unit 13 Working towards goals (D/502/0453)

Unit summary	The aim of this unit is to help the learner to understand how to identify and work towards goals appropriately.
Credit value	2
Guided learning hours	20
Level	Entry Level 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Be able to identify goals

The learner can:

- 1.1 State their strengths and what they need to improve
 - 1.2 Identify an appropriate short-term goal to work towards
 - 1.3 Agree the goal with an appropriate person
-

The learner will:

- 2 Be able to plan how to meet their agreed goal

The learner can:

- 2.1 Identify what needs to be done to work towards the goal
 - 2.2 Identify sources of support to help achieve their goal
 - 2.3 Say what the deadlines are for achieving the goal
-

The learner will:

- 3 Follow a plan how to meet their agreed goal

The learner can:

- 3.1 Carry out activities to achieve the goal
 - 3.2 Review their progress towards achieving the goal
 - 3.3 Identify whether the goal has been achieved
-

Unit 13 Working towards goals (D/502/0453) (cont'd)

Delivery and assessment
<p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.</p>
Types of evidence
<p>Evidence could include:</p> <p>Professional discussion</p> <p>1.1 - Record of discussion between the Tutor and the learner where learner states at least 2 strengths that they have and one aspect that they need to improve.</p> <p>Professional discussion</p> <p>1.2, 1.3, 2.1, 2.2, 2.3 - Record of discussion between the learner and the Tutor where learner identifies an appropriate short-term goal and agrees the goal with the Tutor. The learner will also identify what needs to be done, who will support them to achieve their goal and be able to state the deadlines for achievement (NB these can also be achieved in written format through an action plan if appropriate see product evidence below).</p> <p>Record of oral/written questioning</p> <p>2.1, 2.2, 2.3, 3.3 - Brief description of goal identified, the activities to achieve it and a brief description of what has been achieved. NB the review can be carried out through discussion if this is more appropriate. NB There is no requirement for the goal to have been achieved in full for the unit to be achieved.</p> <p>Witness statement</p> <p>3.1 - Statement to confirm that the learner has carried out the activities and is working towards the agreed goal.</p>

Unit 14 Rights and responsibilities in the workplace (L/503/4686)

Unit summary	The aim of this unit is to develop the learner's awareness of employee rights and responsibilities in the workplace.
Credit value	3
Guided learning hours	27
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Understand that employees have rights

The learner can:

- 1.1 List of a range of employee rights
 - 1.2 State how employee rights are protected by law
-

The learner will:

- 2 Understand that employees have responsibilities

The learner can:

- 2.1 List a range of employee responsibilities
 - 2.2 Give examples of information that needs to be confidential
 - 2.3 State why it is important to inform an employer of absence from work
-

The learner will:

- 3 Understand why health and safety rules are important

The learner can:

- 3.1 Recognise and respond to hazards in own place of learning or work
 - 3.2 List requirements for personal health and safety in own place of learning or work
 - 3.3 List the guidelines for alcohol and medication (prescribed and non-prescribed) in own place of learning or work
 - 3.4 Explain requirements for personal health and safety
 - 3.5 Explain the importance of emergency procedures
-

Unit 14 Rights and responsibilities in the workplace (L/503/4686) (cont'd)

Delivery and assessment

1.1, 1.2 - The learner should provide a minimum of 3 rights and responsibilities to meet these assessment criteria

2.2 - The learner should provide a minimum of 3 examples to meet this assessment criteria

3.1, 3.2, 3.3, 3.4, 3.5 - It would be best practice for the learner's answers to be supported by evidence from the workplace to confirm their answers meet the requirements of their place of learning or work

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Workbook

1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5 - A centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria. Discussions could be recorded as a written record of an audio record. An individual discussion could follow a class or group discussion to build the learner's confidence and prepare them for assessment.

Record of discussion

1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5 - Discussion could a written record, individual discussion could follow class or group discussion to build learner's confidence and prepare them for assessment.

Multiple choice questions

2.2, 3.1 - Centre devised multiple choice to enable the learner to identify the correct responses. The learners would benefit from these being based on situations they are familiar with eg the training environment.

Unit 15 Cyber-bullying (R/503/4687)

Unit summary	The aim of this unit is to make the learner aware of what cyber-bullying is and how to deal with it.
Credit value	2
Guided learning hours	16
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand what cyber-bullying is

The learner can:

- 1.1 Explain what cyber-bullying is
 - 1.2 List the different methods that can be used for cyber-bullying
 - 1.3 Describe the effects cyber-bullying has on individuals
-

The learner will:

- 2 Understand the ways of preventing cyber-bullying

The learner can:

- 2.1 Describe ways in which the below groups can help prevent cyber-bullying:
 - schools/colleges/places of work
 - parents/carers
 - peers.
 - 2.2 Describe ways that an individual can help prevent cyber-bullying
-

The learner will:

- 3 Understand ways of responding to cyber-bullying

The learner can:

- 3.1 Identify people who can be asked for help and support
 - 3.2 Describe how to respond to incidents of cyber-bullying
 - 3.3 Describe what support can be offered to individuals who are or who have been bullied
-

Unit 15 Cyber-bullying (R/503/4687) (cont'd)

Delivery and assessment
<p>1.1, 1.2 - Learner shows an awareness of what cyber-bullying is and the different forms it can take</p> <p>1.3 - Learners use one example of cyber-bullying to describe a minimum of 2 effects the cyber-bullying may have on individuals</p> <p>2.1 - Learner must give at least one example for each of the groups of people in the bulleted list</p> <p>2.2 - Learner describes at least 2 ways that an individual can help prevent cyber-bullying</p> <p>3.1 - Learner is able to identify at least 2 individuals who can be asked for help and support</p> <p>3.2 - Learner is able to describe actions to take should an incident of cyber-bullying occur</p> <p>3.3 - Learner is able to describe at least one type of support that can be offered to individuals who are or who have been bullied in this way</p> <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.</p>
Types of evidence
<p>Evidence could include:</p> <p>Written account – 1.1, 1.2, 1.3, 3.1, 3.2, 3.3</p> <p>Poster – 1.1, 1.2, 1.3, 3.1, 3.2, 3.3</p> <p>Leaflet – 1.1, 1.2, 1.3, 3.1, 3.2, 3.3</p> <p>Factsheet – 2.1, 2.2</p> <p>Professional discussion - 2.1, 2.2, 3.1, 3.2, 3.3</p> <p>Flowchart – 3.1, 3.2, 3.3</p>

Unit 16 Understanding CVs (Y/503/4688)

Unit summary	The aim of this unit is to enable the learner to understand different curriculum vitae and their uses.
Credit value	1
Guided learning hours	8
Level	Entry Level 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand the purpose of a Curriculum Vitae (CV)

The learner can:

- 1.1 State what a CV is used for
- 1.2 Identify the information needed to complete a straightforward CV
- 1.3 Identify appropriate people who could be asked to give a reference
- 1.4 Give examples of different styles that could be used when creating a CV

Delivery and assessment

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Workbook

1.1, 1.2, 1.3, 1.4 - Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria.

Multiple choice questions

1.2, 1.3 - Centre devised multiple choice questions to enable the learner to identify the correct responses.

Work product

1.4 - The learner could research different styles of CV and provide evidence of their research in the form of print outs and examples of at least 2 different formats; whilst the learner is not required to produce a CV, it would be beneficial if they were supported to do so as this would confirm their knowledge and understanding.

Unit 17 Developing assertiveness (D/503/4689)

Unit summary	The aim of this unit is to help the learner understand what assertiveness is and how to be assertive
Credit value	1
Guided learning hours	7
Level	Entry Level 3
Mandatory/optional	Optional

The learner will:

- 1 Know what assertiveness is

The learner can:

- 1.1 Define assertiveness
 - 1.2 Outline the difference between 'assertive', 'passive', and 'aggressive'
-

The learner will:

- 2 Understand how to be assertive

The learner can:

- 2.1 State the benefits of being assertive
 - 2.2 Identify a situation where assertiveness could be used to achieve a desired outcome
 - 2.3 Give examples of assertive behaviour in a given situation
 - 2.4 Outline the importance of self-control when being assertive
-

Unit 17 Developing assertiveness (D/503/4689)

Delivery and assessment
<p>2.1 - The learner should state a minimum of 2 benefits</p> <p>2.3 - The learner should give minimum of 2 examples</p> <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.</p>
Types of evidence
<p>Evidence could include:</p> <p>Workbook</p> <p>1.1, 1.2, 2.1, 2.2, 2.3, 2.4 - Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria. Role play and team activities would support the learner's learning and development.</p> <p>Record of discussion</p> <p>1.1, 1.2, 2.1, 2.2, 2.3, 2.4 - Discussion could be recorded as a written record of an audio record; individual discussion could follow class or group discussion to build learner's confidence and prepare them for assessment.</p> <p>Multiple choice questions</p> <p>2.2 - Centre devised multiple choice questions to enable the learner to identify the correct response. The learners would benefit from these being based on situations they are familiar with eg the training environment.</p> <p>Case studies</p> <p>2.2, 2.3 - Centre may provide a range of case studies to enable the learner to give examples in one of the situations. The learner would benefit from the case studies being based on realistic situations they may be familiar with eg typical situations in the training environment or the workplace.</p>

Unit 18 Interpersonal communication skills (R/503/4690)

Unit summary	The aim of this unit is to enable the learner to understand interpersonal communication skills.
Credit value	1
Guided learning hours	8
Level	Entry Level 3
Mandatory/optional	Optional

The learner will:

- 1 Understand the importance of effective interpersonal communication skills

The learner can:

- 1.1 Define the following elements of effective communication
 - active listening
 - reflective listening
 - non-verbal communication.
- 1.2 Outline the importance of the following elements of effective communication
 - active listening
 - reflective listening
 - non-verbal communication.
- 1.3 Give examples of situations in which interpersonal skills are important
- 1.4 Identify possible barriers to communication

The learner will:

- 2 Understand effective interpersonal communication skills

The learner can:

- 2.1 Give examples of effective interpersonal communication in given situations
 - 2.2 Identify a strategy to overcome barriers to communication in given situations
-

Unit 18 Interpersonal communication skills (R/503/4690) (cont'd)

Delivery and assessment

1.3 - The learner should give a minimum of 2 examples

1.4 - The learner should identify a minimum of 2 barriers

2.1 - The learner should give a minimum of 2 examples

2.2 - The learner should consider a minimum of 2 situations

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Workbook

1.1, 1.2, 1.3, 1.4, 2.1, 2.2 - Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria.

Record of discussion

1.1, 1.2, 1.3, 1.4, 2.1, 2.2 - Discussion could be recorded as a written record of an audio record; individual discussion could follow class or group discussion to build learner's confidence and prepare them for assessment.

Multiple choice questions

1.1, 1.3, 1.4 - Centre devised multiple choice questions to enable the learner to identify the correct responses. The learners would benefit from these being based on situations they are familiar with eg the training environment.

Case studies

1.3, 2.1, 2.2 - Centre may provide a range of case studies to enable the learner to give examples from the situations. The learner would benefit from the case studies being based on realistic situations they may be familiar with eg typical situations in the training environment or the workplace.

Unit 19 Personal care and hygiene (D/503/4692)

Unit summary	The aim of this unit is to develop the learner's awareness of personal care and hygiene.
Credit value	2
Guided learning hours	10
Level	Entry Level 3
Mandatory/optional	Optional

The learner will:

- 1 Understand the need for personal hygiene

The learner can:

- 1.1 Identify why bathing or showering is part of a regular personal routine
 - 1.2 Identify another personal hygiene routine and when it might be used
-

The learner will:

- 2 Know the uses of toiletry products

The learner can:

- 2.1 Identify products used for personal use
 - 2.2 Give examples of when toiletry products are used
-

The learner will:

- 3 Understand the need for regular changes of clothes

The learner can:

- 3.1 Identify a routine for changing clothes
 - 3.2 Identify why clothes should be changed and washed or cleaned regularly
-

The learner will:

- 4 Know the importance of oral health

The learner can:

- 4.1 Identify why oral health is important
 - 4.2 Give examples of advantages of using oral health products
 - 4.3 Identify when and how teeth should be cleaned
-

Unit 19 Personal care and hygiene (D/503/4692) (cont'd)

Delivery and assessment

1.1, 1.2 - The learner is able to list at least 3 reasons why bathing or showering is part of a regular personal routine. The learner must be able to identify one more personal hygiene routine and give examples of when it might be used.

2.1, 2.2 - The learner can identify at least 4 products used for personal use and give 2 examples of when toiletry products are used

3.1 - The learner can identify routine events for changing clothes

3.2 - The learner can list at least 3 reasons why clothes should be changed, washed or cleaned regularly

4.1 4.2 - The learner can identify at least 2 reasons why oral health is important. 2 examples of the benefits of using oral health products must be given

4.4 - The learner can identify when and how teeth should be cleaned

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Leaflet - 1.1, 1.2, 2.1, 2.2

Poster - 1.1, 1.1, 2.1, 2.2

Professional discussion - 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3

Flowchart - 3.1, 3.2 identifying times of day when clothes may be changed as part of routine activities and why clothes should be changes, washed or cleaned regularly.

Poster/collage with written information - 4.1, 4.2, 4.3

Illustrated factsheet - 4.1, 4.2, 4.3

Unit 20 Introduction to independence (H/503/4693)

Unit summary	The aim of this unit is to develop the learner's understanding of the term 'independence' to an individual.
Credit value	1
Guided learning hours	10
Level	Entry Level 3
Mandatory/optional	Optional

The learner will:

- 1 Understand what the term 'independence' means to an individual

The learner can:

- 1.1 Define the term 'independence'
 - 1.2 Give examples of areas of independence
-

The learner will:

- 2 Understand how an individual becomes independent

The learner can:

- 2.1 Identify areas of confidence in relation to independence
 - 2.2 Identify areas where own independence could be developed
 - 2.3 Identify where to get guidance and support to develop independence
-

Unit 20 Introduction to independence (H/503/4693) (cont'd)

Delivery and assessment

Guidance on terminology:

Areas of independence: refers to particular tasks, activities or journeys that could contribute to the development of independence.

1.2 the learner should give a minimum of 2 examples.

2.1, 2.2 the learner should identify a minimum of 2 areas

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Workbook

1.1, 1.2, 2.1, 2.2, 2.3 - Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria.

Record of discussion

1.1, 1.2, 2.1, 2.2, 2.3 - Discussion could a written record, individual discussion could follow class or group discussion to build learner's confidence and prepare them for assessment.

Multiple choice questions

2.1, 2.2, 2.3 - Centre devised multiple choice questions to enable the learner to identify the correct responses. The learners would benefit from these being based on situations they are familiar with eg the home environment or the training environment.

Case studies

1.2, 2.1, 2.2, 2.3 - Centre may provide a range of case studies to enable the learner to give examples from the situations. The learner would benefit from the case studies being based on realistic situations they may be familiar with eg typical situations in the home environment or the training environment.

Unit 21 Introduction to essential work skills (K/503/4694)

Unit summary	The aim of this unit is to develop the learner's awareness of attitudes and attributes that are essential in the work place.
Credit value	1
Guided learning hours	9
Level	Entry Level 3
Mandatory/optional	Optional

The learner will:

- 1 Identify essential skills required for the work environment

The learner can:

- 1.1 List essential skills required for the work environment
-

The learner will:

- 2 Understand the importance of appropriate behaviour in the workplace

The learner can:

- 2.1 Outline the basic understanding of time management skills
 - 2.2 Give examples of expected behaviours at work
-

The learner will:

- 3 Understand the importance of dressing appropriately for work

The learner can:

- 3.1 Give examples of clothing for different types of work
 - 3.2 State reasons why there are specific dress codes for different jobs
-

The learner will:

- 4 Understand communication in the workplace

The learner can:

- 4.1 Give examples of how to communicate with co-workers
 - 4.2 Give examples of tools used for communication
-

Unit 21 Introduction to essential work skills (K/503/4694) (cont'd)

Delivery and assessment

Guidance on terminology:

Essential skills: refers to attitudes and attributes rather than technical ability.

Work environment: could include paid work or voluntary work

1.1 - The learner should give a minimum of 2 skills

2.2, 3.1, 4.1, 4.2 - The learner should identify a minimum of 2 examples

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Workbook

1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 - Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria.

Record of discussion

1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 - Discussion could be recorded as a written record of an audio record; individual discussion could follow class or group discussion to build learner's confidence and prepare them for assessment.

Case studies

1.1, 2.1, 2.2, 4.1, 4.2 - Centre may provide a range of case studies to enable the learner to give examples from the situations. The learner would benefit from the case studies being based on realistic situations they may be familiar with eg typical situations in the work or the training environment.

Unit 22 Understanding interpersonal skills (L/601/9857)

Unit summary	The aim of this unit is to enable the learner to identify their own personal strengths in relation to interpersonal skills and identify the skills they could improve and the benefits of doing this. This unit will develop the learner's understanding of interpersonal skills overall.
Credit value	2
Guided learning hours	20
Level	Entry 2
Mandatory/optional	Optional

The learner will:

- 1 Know how to recognise personal strengths in others

The learner can:

- 1.1 Identify others people's personal strengths
-

The learner will:

- 2 Know own personal strengths when interacting with others

The learner can:

- 2.1 Identify own strengths when interacting with other people
-

The learner will:

- 3 Know areas for development around own interpersonal skills

The learner can:

- 3.1 Identify own interpersonal skills for improvement
 - 3.2 State benefits of improving own identified interpersonal skills
-

Unit 22 Understanding interpersonal skills (L/601/9857) (cont'd)

Delivery and assessment

1.1, 2.1 - The learner should identify a minimum of 2 strengths

3.1 - The learner should identify a minimum of 2 skills for improvement

3.2 - The learner should identify a minimum of 2 benefits

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Workbook

1.1, 2.1, 3.1, 3.2 - Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria. Role plays and team activities should be used on which the learners could base their answers.

Record of discussion

1.1, 2.1, 3.1, 3.2 - Discussion could be recorded as a written record of an audio record; individual discussion could follow class or group discussion to build learner's confidence and prepare them for assessment. Role plays and team activities should be used on which the learners could base their answers.

Case studies

1.1, 2.1, 3.1 - Centre may provide a range of case studies to enable the learner to give examples from the situations. The learner would benefit from the case studies being based on realistic situations they may be familiar with eg typical situations in the work or the training environment.

Unit 23 Understanding how to clean the home (K/601/9848)

Unit summary	The aim of this unit is develop the learner's understanding of what needs to be cleaned in the home, what is involved in cleaning the home and the equipment needed to undertake these tasks. This relates to cleaning in general and does not relate specifically to any room in the home.
Credit value	2
Guided learning hours	20
Level	Entry Level 2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Know which rooms need to be cleaned in the home

The learner can:

- 1.1 Identify rooms that need to be cleaned
 - 1.2 Outline cleaning requirements for specific rooms
-

The learner will:

- 2 Know how to clean the home safely

The learner can:

- 2.1 Identify equipment required to clean the home
 - 2.2 Identify products used to clean the home
 - 2.3 Outline how to use home cleaning equipment safely
 - 2.4 State how to use home cleaning products safely
-

Unit 23 Understanding how to clean the home (K/601/9848) (cont'd)

Delivery and assessment

1.1, 1.2 - The learner can identify rooms that need to be cleaned in the home. For each room the learner is able to outline what cleaning is needed

2.1, 2.3 - The learner can list equipment required to clean the home and how to use it safely

2.2, 2.4 - The learner can identify products used to clean different rooms in the home and how to use it safely

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Illustrated poster

1.1, 1.2 - A poster of the home with information about the cleaning requirements for each room. Learners may use pictures/photos of products to support them.

Professional discussion - 1.1, 1.2

Display - 2.1, 2.2, 2.3, 2.4

Illustrated factsheet - 2.1, 2.2, 2.3, 2.4

Poster - 2.1, 2.2, 2.3, 2.4

Unit 24 Contraception information (R/601/3459)

Unit summary	The aim of this unit is to look at the different methods of contraception and their strengths and weaknesses and possible risks. It will also provide information on where to go for contraception advice and support.
Credit value	1
Guided learning hours	10
Level	Entry Level 3
Mandatory/optional	Optional

The learner will:

- 1 Know about contraception

The learner can:

- 1.1 List methods of contraception
 - 1.2 State the strengths and weaknesses of each method of contraception listed
-

The learner will:

- 2 Know where to seek advice in relation to contraception

The learner can:

- 2.1 Identify where support on contraception can be obtained
 - 2.2 Give examples of professionals available to talk to individuals about contraception
-

Unit 24 Contraception information (R/601/3459) (cont'd)

Delivery and assessment
<p>1.1, 1.2 - The learner list at least 2 methods of contraception. For each method the learner must identify any strengths or weaknesses for each method of contraception listed.</p> <p>2.1 - The learner can identify at least 2 sources of support for contraception.</p> <p>2.2 - Give 2 examples of professionals that could help with advice about contraception.</p> <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.</p>
Types of evidence
<p>Evidence could include:</p> <p>Illustrated factsheet - 1.1, 1.2</p> <p>Small group discussion with written summary - 1.1, 1.2</p> <p>Professional discussion - 1.1, 1.2, 2.1, 2.2</p> <p>Leaflet - 2.1, 2.2</p> <p>Handout - 2.1, 2.2</p>

Unit 25 Preparing for your next steps (L/601/0110)

Unit summary	The aim of this unit is to help learners to focus on personal career plans, recognising their skills and abilities. It will support learners to prepare and take the next steps into training or work.
Credit value	4
Guided learning hours	36
Level	Level 1
Mandatory/optional	Optional

The learner will:

- 1 Know about personal career goals

The learner can:

- 1.1 Investigate potential career goals
 - 1.2 Describe next steps to achieve personal goals
 - 1.3 Identify barriers to achieving personal goals
-

The learner will:

- 2 Understand opportunities for training and work

The learner can:

- 2.1 Identify sources of information for training or employment
 - 2.2 List training opportunities
 - 2.3 Outline employment options
-

The learner will:

- 3 Know how to prepare for work or training

The learner can:

- 3.1 Outline personal skills
 - 3.2 Identify personal information for application forms or CV
 - 3.3 Describe skills and knowledge required for identified career path
-

Unit 25 Preparing for your next steps (L/601/0110) (cont'd)

The learner will:

4 Know about the recruitment process

The learner can:

4.1 Identify the steps to recruitment

4.2 Describe the importance of personal preparation for interview

Delivery and assessment

1.1, 1.2, 1.3 - The learner should identify a minimum of 2 career goals and describe the next steps, identifying the barriers to all of their goals.

2.1 - The learner should identify a minimum of 2 sources.

2.2 - The learner should give a minimum of 2 opportunities.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

Work product / research

1.1, 2.1, 2.3, 4.1 - The learner could provide the results of their research eg print outs from websites researched; training and career opportunities from local newspapers.

Personal development plan

1.1, 1.2, 1.3 - Supported by their Assessor, tutor or mentor, the learner's personal development plan (PDP) will state their personal goals which should be realistic and achievable, with clear steps to be taken to enable the learner to achieve them. The PDP should allow for review and revision to support the learner's ongoing development.

Workbook

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2 - Additional information Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria. Role plays and team activities could also be used on which the learners could base their answers

Record of discussion

1.2, 1.3, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2 - Discussion could be recorded as a written record of an audio record; individual discussion could follow class or group discussion to build learner's confidence and

prepare them for assessment. Role plays and team activities could also be used on which the learners could base their answers.

Unit 26 Tackling number problems (R/502/3608)

Unit summary	This unit looks at some of the basic arithmetical computations that are common to most places of work and looks to show why these are relevant and important skills to have. In essence, the unit looks to go over the numeracy associated with whole numbers and common measures.
Credit value	2
Guided learning hours	12
Level	Level 1
Mandatory/optional	Additional

The learner will:

- 1 Demonstrate accurate completion of work-based tasks and activities involving the use of mathematical processes and units of measurement

The learner can:

- 1.1 Read, write, order and compare numbers taken from work based material
 - 1.2 Read, measure and record time in common date formats and in 12-hour and 24-hour clock
 - 1.3 Calculate using time
 - 1.4 Work out simple ratios and direct proportions
 - 1.5 Check calculations for accuracy and estimate to check that answers are reasonable
-

The learner will:

1. Know how to observe/obtain and record data in an appropriate way using appropriate tools

The learner can:

- 2.1 Extract and interpret data from diagrams, tables and graphs taken from real life work based resources
 - 2.2 Collect, organise and represent discrete data using graphical methods
 - 2.3 Present graphical information correctly, showing accurate use of:
 - titling
 - axis
 - scale
-

Unit 26 Tackling number problems (R/502/3608) (cont'd)

Delivery and assessment

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

1.1, 1.2, 1.3, 1.4 and 1.5

- workbook
- case studies
- projects or assignments
- short response test
- multiple choice test
- simulated activity.

2.1, 2.2 and 2.3

- workbook
- portfolio showing diagrams with annotations or supporting notes
- graphs
- projects or assignments
- short response test
- multiple choice test
- simulated activity.

Unit 27 Job application skills (H/502/3614)

Unit summary	This unit introduces learners to the sort of information needed for a job application, how to complete a straightforward job application form and write a covering letter. Unit content includes understanding the type of information usually requested in job application forms, presenting information appropriately for the audience and purpose, and basic guidelines for completing forms and formal letter writing.
Credit value	1
Guided learning hours	6
Level	Level 1
Mandatory/optional	Additional

The learner will:

- 1 Know the type of information usually asked for in job applications

The learner can:

- 1.1 Identify the type of information usually requested in straightforward job application
 - 1.2 Create a folder of information they will need for a job application ensuring it is accurate and up to date
-

The learner will:

- 2 Understand how a straightforward job application form should be completed and accompanying letter written

The learner can:

- 2.1 Complete a straightforward job application form accurately
 - 2.2 Write an accompanying letter and ready it to send to an appropriate person, showing they can
 - select an appropriate format
 - address and date it appropriately
 - use an appropriate style of language
 - check the letter for mistakes and accuracy
-

Unit 27 Job application skills (H/502/3614) (cont'd)

Delivery and assessment

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

1.1 and 1.2

- reflective account/diary
- workbook
- questioning
- folder of job application information

2.1 and 2.2

- completed job application
- covering letter.

Unit 28 Interview skills (K/502/3615)

Unit summary	This unit introduces learners to the preparation needed for job interviews and being interviewed. Unit content will include finding out more about the recruiting organisation and the role, identifying and preparing for potential interview questions, appropriate dress and language for interviews, speaking and listening skills, and getting feedback.
Credit value	1
Guided learning hours	6
Level	Level 1
Mandatory/optional	Additional

Learning outcome 1

The learner will:

- 1 Know how to prepare for an interview

The learner can:

- 1.1 Recognise what type of information would be useful to have before the interview including how to ensure they arrive at a suitable time
- 1.2 Describe what those interviewers will be expecting with regard to:
 - punctuality
 - dress sense
 - behaviour
 - language use.
- 1.3 Produce a pack of useful and relevant information that will help them prepare

The learner will:

- 2 Know how to conduct themselves in an appropriate manner in a job related interview

The learner can:

- 2.1 Demonstrate appropriate dress sense and punctuality to help make the right first impression
 - 2.2 Perform in an effective manner showing they can:
 - demonstrate speaking and listening skills by answering questions appropriately
 - be respectful and polite
-

Unit 28 Interview skills (K/502/3615) (cont'd)

The learner will:

- 3 Know how to review their interview performance

The learner can:

- 3.1 Identify own strengths from the feedback
- 3.2 Identify areas for improvement and give an example of how they will develop these skills

Delivery and assessment

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

Types of evidence

Evidence could include:

1.1, 1.2 and 1.3

- workbook
- preparation materials
- questioning
- short response test
- multiple choice test

2.1 and 2.2

- observation
- simulated activity
- learner and peer reports
- evidence from others, eg witness testimonies from manager or supervisor.

3.1 and 3.2

- reflective account/diary
- workbook.

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 NCFE Entry Level 3 Award and Certificate in Personal and Social Development 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.

Internal assessment

NCFE has created some sample tasks for the internally assessed units. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

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.

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.

Feedback to learners

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

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.

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.

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

Glossary of terms

Glossary of terms

This glossary explains how the terms used in the unit content are applied to these qualifications.

Accurately	Learner carries out all stages of a process correctly and without errors (<i>see mostly accurately</i>).
Advanced ways	Solutions may be more complex or more considered. For example – my table was unsteady so I shaved a little bit off some of the legs (<i>see basic ways and considered ways</i>).
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where learners are directed.
Application	Using skills or knowledge to complete a specific task. Using technical language.
Balanced conclusions	All arguments are considered in making a conclusion (<i>see reasoned conclusions</i>).
Basic ways	Straightforward, mostly obvious ideas or solutions. For example – my table was unsteady so I put a rubber foot on one leg (<i>see advanced ways and considered ways</i>).
Complex task/brief	A task/brief made up of several interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements (<i>see technical problems</i>).
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (<i>see limited experimentation and simple experimentation</i>).
Considered ways	Ideas or solutions show some degree of thought (<i>see advanced ways and basic ways</i>).
Correctly applies	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context (<i>see use</i>).
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
Effective solutions	Solutions are appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting some paper under the leg but you could efficiently solve it by shaving some off the other legs (<i>see possible solutions</i>).
Efficiently solves	Solves in a manner appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting a rubber foot on one leg but you could efficiently solve it by shaving some off the other legs.
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (<i>see specialist terms/language and technical terms/language</i>).
Format of source	The style of information - eg a questionnaire, a report, an observation, interview (<i>see type of source</i>).
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (<i>see technical understanding</i>).
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (<i>see considered experimentation and simple experimentation</i>).

Glossary of terms (cont'd)

Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome (<i>see accurately and some degree of accuracy</i>).
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution (<i>see effective solutions</i>).
Range	Frequent use of most common words/techniques/materials (<i>see some and wide range</i>).
Reasoned conclusions	Explanations are provided as to why a conclusion was made (<i>see balanced conclusions</i>).
Simple experimentation	Straightforward, most obvious experimentation is carried out (<i>see limited experimentation and considered experimentation</i>).
Some	Occasional use of most common words/techniques/materials (<i>see range and wide range</i>).
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (<i>see accurately and mostly accurately</i>).
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (<i>see straightforward examples</i>).
Specialist skill	Advanced technical skills in context (<i>see technical skills</i>).
Specialist terms/language	Advanced technical terms in context (<i>see everyday language and technical terms/language</i>).
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (<i>see sophisticated examples</i>).
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. For example catering – cake not rising; photography – image overexposed (<i>see complex technical problems</i>).
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (<i>see specialist skills</i>).
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. Photography – ISO, aperture, lens types. Catering – texture, presentation, flavour components (salt, sweet, umami, spice etc.), knife types and uses, nutritional value. Sports – joint care, nutrition, treatment of sports injuries. Ceramics – kiln temperature settings, glaze mixing, properties of specific clays (<i>see everyday language and specialist terms/language</i>).
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (<i>see general understanding</i>).
Type of source	The place that the information comes from - eg the internet, a museum visit, staff, visitors (<i>see format of source</i>).
Use	Applying general or basic skills or knowledge to a task (<i>see correctly applies</i>).
Wide range	Uses all relevant words/techniques/materials that could be expected at the level (<i>see range</i>).

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 our Diversity and Equality policy is available on the NCFE website.

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.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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