



## **Level 1 Award in**

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# **Personal Advancement**

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## **Specification**

QCA Accreditation Number: 500/2112/6

QCA Accreditation Start Date: 1 September 2007  
QCA Accreditation End Date: 31 December 2010  
QCA Certification End Date: 31 December 2011

## **ASCENTIS' MISSION STATEMENT**

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**'Building Partnerships to Advance and Accredit Lifelong Learning for All.'**

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### **About Ascentis**

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. OCNW was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- a National Awarding Body (NAB) approved by the Qualifications and Curriculum Authority (QCA)

and

- an Access Validating Agency (AVA) for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA)

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, starting at Entry Level basic skills or vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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## SPECIFICATION SUMMARY

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### Introduction

This qualification is intended for learners that lack the personal, social and employability skills needed in order to gain employment. They will usually come from disadvantaged, hard to reach groups such as the unemployed, offenders, ex-offenders, or people in care. The qualification promotes the development and recognition of learning skills, personal development and change and identification of personal responsibility with respect to future employment.

### Specification Overview

Unit Number	Unit Title	Assessment Method	QCA Unit Accreditation No.
1	Personal Advancement	Internal portfolio of evidence	D/501/0053

### Assessment and Moderation Arrangements

In order to achieve the full qualification, learners must build up a portfolio of evidence made up of tasks that cover the assessment criteria within the 'What you need to do' section of the unit. Internal Moderation must take place within a centre followed by external moderation from Ascentis.

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## **BACKGROUND INFORMATION**

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### **Aims**

To allow learners to develop the skills needed for self development in order that they can progress to further training, education or to employment.

### **Objectives**

- To identify the learners own learning preferences and learning needs
- To explore the learners values, attitudes and belief systems and how this influences self development and personal success
- To take part in a group activity including the setting of goals
- To understand how to manage change in the learners own life
- To demonstrate personal responsibility as it applies to future development.

### **Target Group**

This qualification is intended for learners that lack the personal, social and employability skills in order to gain employment. They will usually come from disadvantaged, hard to reach groups such as the unemployed, offenders, ex-offenders, or people in care.

### **Award of the Qualification**

This qualification is offered at Level 1.

To achieve the full qualification a learner must complete the unit of this qualification. To successfully achieve the unit a learner must present evidence for all the assessment criteria as documented in the 'What you need to do' section of the unit.

### **QCA Qualification Accreditation Number**

500/2112/6

### **Recommended Guided Learning Hours**

30 guided learning hours for the full qualification.

### **Coherence with the Foundation Learning Tier Strategy**

This programme fits in to the Personal and Social Development strand of the Foundation Learning Tier. As such it meets the following purposes of this strand of provision:

- Provides a structure in which learners can identify their own strengths, weaknesses and goals and set about achieving them
- Encourages learners to address personal or social issues which will help them move forward whether in their learning or in other aspects of their lives
- Indicates to employers/other institutions that a learner has certain positive attitudes, in particular towards learning or employment.

### **Recommended Prior Learning**

There are no specific prior learning requirements.

### **Opportunities for Progression**

Learners may complete other programmes such as Skills for Life alongside or following the completion of this qualification. The qualification helps the learner to recognise future opportunities for progression which may be within employment or further training and education.

### **Restriction on Learner Entries**

There are no restrictions on learner entries.

## **Centre Approval and Registration**

Centres must be approved to run this qualification prior to delivery. Details of the centre approval process are available from the Ascentis office.

All learners must be registered within seven weeks of the course commencing, using the Student Information Record Sheet (SIRS). These forms are available in the Foundation Information File or through contacting the Ascentis office.

## **Spiritual, Moral, Ethical, Social, Legislative, Economic, Cultural, Sustainable Development, Health and Safety Considerations and European Developments**

This qualification offers opportunities for learners to develop an understanding of some of these issues. In particular when exploring their own values, attitudes and belief systems issues of moral and ethical consideration can be explored.

## **Key Skills Opportunities**

Learners following a course based on this specification can be offered opportunities to develop and generate evidence of achievement in aspects of all the Key Skills. Examples of opportunities to encourage the acquisition and use of Key Skills and to provide opportunities to generate evidence for a Key Skills portfolio are provided in Appendix 3.

## **Status in Wales and Northern Ireland**

This qualification is available in English only.

## **Learners with Particular Assessment Requirements**

Ascentis has procedures in accordance with *The statutory regulation of external qualifications 2004*, to ensure this qualification is accessible and does not disadvantage a learner with a particular need. Full details of this procedure are available within the Foundation Information File, at [Ascentis.co.uk](http://Ascentis.co.uk) or through contacting the Ascentis office.

## **Appeals Procedure**

Ascentis has an appeals procedure in accordance with *The statutory regulation of external qualifications 2004*. Full details of this procedure, including how to make an application, are available within the Foundation Information File, at [Ascentis.co.uk](http://Ascentis.co.uk) or through contacting the Ascentis office.

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## **ASSESSMENT AND MODERATION ARRANGEMENTS**

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### **Overview**

To gain the unit of this qualification all assessment criteria within the 'What you need to do' section of the unit must be achieved.

Assessment is by the building up of a portfolio of evidence made up of tasks that cover the assessment criteria. The portfolios are internally assessed, internally moderated within the centre and then externally moderated by Ascentis. Tasks set should cover all the relevant assessment criteria and it is advised that the criteria which the tasks aim to cover are clearly indicated in order to:

- ensure learners can clearly see the purpose and expected outcome of the task
- to ensure that all criteria are clearly covered.

On completion of the learners' evidence, the assessor is required to complete the Summary Record of Achievement for each learner. This form is provided as Appendix 1.

The centre must retain evidence of all assessments for 4 weeks after the date of moderation in case of appeal.

### **Internal Assessment**

Assessment is by the building up of a portfolio of evidence made up of tasks that cover the assessment criteria. The portfolios are internally assessed, internally moderated within the centre and then externally moderated by Ascentis.

The portfolios of evidence may include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of the type of assessment that could be provided are:

- Written questions and answers
- Essay
- Report
- Oral questions and answers
- Written descriptions
- Reflective log/diary
- Role play/simulation
- Practical demonstration
- Group discussion.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner and all feedback given by the tutor must be included within the learner's evidence.

### **Internal Moderation**

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal moderation of this programme will be co-ordinated by a named Co-ordinator at each centre, who will liaise with Ascentis. The Co-ordinator may also act as the Internal Moderator. Internal moderation will be carried out through standardisation activities including the internal moderation of at least 10% of portfolio evidence across all the groups of learners, to include all the assessors. It is the responsibility of Internal Moderators to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting assessors by offering advice and guidance.

The Ascentis Foundation Information File has copies of forms that can be used to record internal moderation activities, although centre-devised forms may also be used.

Ascentis External Moderators will confirm the Internal Moderation activities at their visit. Centres are required to retain all evidence from all learners for external moderation and for a further four weeks afterwards, should any appeals be made.

## **External Moderation**

Accredited centres will normally be visited twice a year for external moderation. The focus of the external moderation visits will include:

- Staff development, including guidance and support for all assessors and internal moderators
- Moderation of a sample of the learners' evidence
- Confirmation of coverage of all the assessment criteria and units needed for the full award.

## **Knowledge, Understanding and Skills required of Assessors and Internal Moderators**

The delivery of this qualification should be carried out by qualified teachers/tutors (or those working towards a teaching qualification) who are empathetic to the type of learners taking this type of qualification and ideally should have previous experience of delivering personal and social training.

Internal Moderators need to be competent assessors with knowledge of the requirements of the internal moderation process. Ascentis provides training events for internal moderators and any person new to this role would be advised to go on an Ascentis training event, or a similar event held in their own centre.



**Unit Specification**

**UNIT 1 PERSONAL ADVANCEMENT**

**Introduction**

This unit aims to encourage personal advancement through exploring learning preferences and recognising learning needs for future personal achievement and employment. The learner will identify their own personal values, attitudes and belief systems and reflect on their own personal success and achievement. The management of change will be explored, in relation to achievement of personal goals. The learner will look at areas of their own personal responsibility and how this applies to future development and achieving employment.

<b>Learning Outcomes</b> <b>The learner will</b>	<b>Assessment Criteria</b> <b>The learner can</b>
1 Demonstrate an understanding of learning preferences and how they best support the learning needs of the individual.	1.1 Identify four styles of learning. 1.2 Identify their preferred learning preference. 1.3 Identify their learning needs.
2 Demonstrate an understanding and awareness of values, attitudes and belief systems and their potential effect on an individual's self development and achievement of personal success.	2.1 Give examples of their possible personal values, attitudes and belief systems. 2.2 Describe where they think their personal values, attitudes and belief systems have come from. 2.3 Give examples of their personal success achievements.
3 Design an activity which requires group participation including goal setting and visualisation activities.	3.1 Describe the activity, the participation required by the group and the process to follow to make sure successful completion. 3.2 Provide full details of the group activity. 3.3 Describe how the activity will allow them to set goals. 3.4 Describe the use of visualisation exercises.
4 Describe and demonstrate an understanding and knowledge of how to manage change in the individual's performance and life goals.	4.1 Describe some aspects of their feelings that could be employed to promote positive and realistic goal setting. 4.2 Describe the difficulties they may face which could discourage a successful change. 4.3 Describe the possible use of "Positive Affirmations" in the management of changes to their performance and life goals.
5 Demonstrate an understanding of personal responsibility as it applies to their future development and achieving employment.	5.1 Describe some of those life areas they are responsible for. 5.2 Plan for and recognise opportunities of employment. 5.3 Describe briefly those major changes in life style that returning to employment may impose. 5.4 Give examples of different search methods related to employment, education or training. 5.5 Describe some of the positive personal qualities and abilities they may employ at interviews. 5.6 Obtain and complete an application form for employment, education or training opportunities.

## APPENDIX 1

### Summary Record of Achievement

Learner Name \_\_\_\_\_

	Date Completed	Assessor Signature	Internal Moderator Signature (if sampled)
Unit 1			

Learner signature \_\_\_\_\_

Assessor signature \_\_\_\_\_

**APPENDIX 2**  
**Tracking Sheets**

**Unit 1 – PERSONAL ACHIEVEMENT**

<b>Criteria</b>	<b>Assessment Method</b>	<b>Evidence Details</b>	<b>Portfolio Reference</b>	<b>Completion Date</b>
<p>1 Identify four styles of learning.</p> <p>1.2 Identify their preferred learning preference.</p> <p>1.3 Identify their learning needs.</p>				
<p>2.1 Give examples of their possible personal values, attitudes and belief systems.</p> <p>2.2 Describe where they think their personal values, attitudes and belief systems have come from.</p> <p>2.3 Give examples of their personal success achievements.</p>				
<p>3.1 Describe the activity, the participation required by the group and the process to follow to make sure successful completion.</p> <p>3.2 Provide full details of the group activity.</p> <p>3.3 Describe how the activity will allow them to set goals.</p> <p>3.4 Describe the use of visualisation exercises.</p>				
<p>4.1 Describe some aspects of their feelings that could be employed to promote positive and realistic goal setting.</p> <p>4.2 Describe the difficulties they may face which could discourage a successful change.</p> <p>4.3 Describe the possible use of “Positive Affirmations” in the management of changes to their performance and life goals.</p>				

<p>5.1 Describe some of those life areas they are responsible for.</p> <p>5.2 Plan for and recognise opportunities of employment.</p> <p>5.3 Describe briefly those major changes in life style that returning to employment may impose.</p> <p>5.4 Give examples of different search methods related to employment, education or training.</p> <p>5.5 Describe some of the positive personal qualities and abilities they may employ at interviews.</p> <p>5.6 Obtain and complete an application form for employment, education or training opportunities.</p>				
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The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator (If Sampled) \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 3

### Summary of Key Skills Opportunities

There are particular opportunities to develop Key Skills Opportunities in Communication, Information and Communication Technology, Working with Others and Improving own Learning and Performance.

#### COMMUNICATION LEVEL 1

Key Skill	Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence
<b>C1.1</b> Take part in either a <b>one-to one</b> discussion or a <b>group</b> discussion.	There may be opportunities to develop discussion work when the learner is discussing and developing their ideas with their tutor. Opportunities may also be developed through encouraging group work to allow the learners to share and develop ideas together.
<b>C1.2</b> Read and obtain information from at least <b>one</b> document.	There may be opportunities to read information such as regarding a job vacancy or a training opportunity at the local college.
<b>C1.3</b> Write <b>two</b> different types of Documents.	Learners may be required to write a document as part of their assessment.

#### INFORMATION AND COMMUNICATION TECHNOLOGY LEVEL 1

Key Skill	Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence
<b>ICT1.1</b> Find and select relevant information.	There may be opportunities for the learner to use ICT to prepare and present assessed work for their portfolio of evidence. This could include selecting relevant information, entering it and presenting it in an appropriate format.
<b>ICT1.2</b> Enter and develop information to suit the task.	
<b>ICT1.3</b> Develop the presentation so that the final output is accurate and fit for purpose.	

#### WORKING WITH OTHERS LEVEL 1

Key Skill	Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence
<b>WO1.1</b> <b>Confirm you understand the given objectives, and plan for working together</b>	The learner completes an activity which requires group participation, and in carrying out this activity they can produce evidence of meeting these standards.
1.1.1 Check that you clearly understand what you have to achieve together	
1.1.2 Identify what needs to be done and your individual responsibilities	
1.1.3 Make sure you understand the arrangements for working together.	
<b>WO1.2 Work with others towards</b>	

<p><b>achieving the given objectives.</b></p> <p>1.1.1 Carry out tasks to meet your responsibilities</p> <p>1.2.2 Work safely, following the working methods you have been given</p> <p>1.2.3 Check progress, asking for help and offering support to others, when appropriate.</p>	<p>The learner completes an activity which requires group participation, and in carrying out this activity they can produce evidence of meeting these standards.</p>
<p><b>WO1.3 Identify ways you helped to achieve things and how to improve your work with others</b></p> <p>1.3.1 Identify what went well and less well in working with others</p> <p>1.3.2 Identify how you helped to achieve things together</p> <p>1.3.3 Suggest ways of improving your work with others for the next time.</p>	<p>The learner completes an activity which requires group participation, and in carrying out this activity they can produce evidence of meeting these standards.</p>

**IMPROVING OWN LEARNING AND PERFORMANCE-LEVEL 1**

<b>Key Skill</b>	<b>Examples of opportunities for developing the Key Skill or for generating Key Skills portfolio evidence</b>
<p><b>LP1.1 Confirm your targets and plan how to meet these with the person setting them.</b></p> <p>1.1.1 Make sure targets show what you want to achieve</p> <p>1.1.2 Identify clear action points and deadlines for each target</p> <p>1.1.3 Identify how to get the support you need and the arrangements for reviewing your progress</p>	<p>The learner explores how they can set goals in order to promote a return to employment or to further education and training opportunities. As part of the goal setting activity they could develop the skills required within this key skill.</p>
<p><b>LP1.2 Follow your plan, to help meet targets and improve your performance.</b></p> <p>1.2.1 Work through your action points to complete these on time</p> <p>1.2.2 Use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance</p> <p>1.2.3 Use support given by others to help you meet targets.</p>	<p>The learner explores how they can set goals in order to promote a return to employment or to further education and training opportunities. As part of the goal setting activity they could develop the skills required within this key skill.</p>
<p><b>LP1.3 Review your progress and achievements in meeting targets, with an appropriate person.</b></p> <p>1.3.1 Say what you learned and how you learned, including what has gone well and what has gone less well</p> <p>1.3.2 Identify targets you have met and your achievements</p> <p>1.3.3 Check what you need to do to improve your performance.</p>	<p>The learner explores how they can set goals in order to promote a return to employment or to further education and training opportunities. As part of the goal setting activity they could develop the skills required within this key skill.</p>