



Entry 2 Award in

Personal Development

Specification

QCA Accreditation Number: 500/4138/1

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ASCENTIS' MISSION STATEMENT

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

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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TABLE OF CONTENTS

	PAGE
SPECIFICATION SUMMARY	
Introduction _____	4
Specification Overview _____	4
Assessment and Moderation Arrangements _____	4
BACKGROUND INFORMATION	
Aims _____	5
Target Group _____	5
Award of the Qualification _____	5
QCA Qualification Accreditation Number _____	5
QCA Qualification Accredited Unit Numbers _____	5
Recommended Guided Learning Hours _____	5
Recommended Prior Learning _____	5
Opportunities for Progression _____	6
Restriction on Learner Entries _____	6
Centre Approval and Registration _____	6
Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues _____	6
Sustainable Development, Health & Safety Considerations & European Developments _____	6
Foundation Learning Tier Progression Pathways _____	6
Mapping to the Functional Skills _____	6
Status in Wales and Northern Ireland _____	6
Learners with Particular Assessment Needs _____	6
Appeals Procedure _____	6
ASSESSMENT AND MODERATION ARRANGEMENTS	
Overview _____	7
Internal Assessment _____	7
Internal Moderation _____	7
External Moderation _____	8
Knowledge, Understanding and Skills Required of Assessors and Internal Moderators _____	8
Health and Safety _____	8
UNIT SPECIFICATIONS	
Community Action _____	9
Dealing with Problems in Daily Life _____	10
Developing Self _____	11
Healthy Living _____	12
Individual Rights and Responsibilities _____	13
Managing own Money _____	14
Managing Social Relationships _____	15
Preparation for Work _____	16
Working as part of a Group _____	17
Working towards Goals _____	18
Appendix 1 Summary Record of Achievement _____	19
Appendix 2 Rules of Combination Table _____	20
Appendix 3 Observation Record Form _____	21
Appendix 4 Mapping to Functional Skills (Entry 2) _____	22

SPECIFICATION SUMMARY

Introduction

The Ascentis Award in Personal Development is designed to give learners the skills to live independently by providing them with the knowledge to make informed decisions on issues that affect their lives. Achievement of this award could also act as the first step in a ladder of progression towards further qualifications and employment.

There are several features of this qualification that make it very appropriate for its target learners:

- Assessment is through the building up of a portfolio of evidence, allowing flexibility in terms of the learner putting together evidence most appropriate to their learning situation
- A flexible optional structure that allows learners and tutors to choose learning that is relevant to their specific needs
- An ability to combine units with units at a higher level to promote learner progression
- Moderation and certification can be offered throughout the year, allowing maximum flexibility for centres.

Specification Overview

Unit Title	Credit Value	Mandatory or Optional Unit
Community Action	2	Optional
Dealing with Problems in Daily Life	2	Optional
Developing Self	2	Optional
Healthy Living	2	Optional
Individual Rights and Responsibilities	1	Optional
Managing own Money	2	Optional
Managing Social Relationships	1	Optional
Preparation for Work	2	Optional
Working as part of a Group	2	Optional
Working towards Goals	2	Optional

To achieve the full award learners must achieve a minimum of 4 credits from the bank of optional units. Learners may achieve up to a maximum of 12 credits in completing the award.

Units from this qualification can also combine with units from the equivalent Entry Level 3 qualification. Details of how to do this are found in the Rules of Combination Table in Appendix 2.

Assessment and Moderation Arrangements

All units are assessed internally through the building up of a portfolio of evidence. To obtain a unit all assessment criteria within the unit specification must be achieved.

Internal and external moderation are a requirement for all units making up the full award.

BACKGROUND INFORMATION

Aims

The aims of this qualification are:

- 1 To promote the skills required for independent living and learner self-confidence
- 2 To encourage the acquisition of skills and progression towards employment
- 3 To reward the achievement of learners for the skills that they have developed.

Target Group

This qualification is aimed at those learners that may need help and support in developing the skills to enable them to achieve an independent lifestyle.

Award of the Qualification

This qualification is offered at Entry Level 2.

To achieve the full award a learner must obtain a minimum of 4 credits from the bank of optional units provided. The certificate will state:

**Ascentis Entry Level Award in Personal
Development (Entry 2)**

And will also list all the units achieved.

To achieve a unit the learner must satisfy all the assessment criteria within the unit specification.

QCA Qualification Accreditation Number: 500/4138/1

QCA Qualification Accredited Unit Numbers

Unit Title	Unit Number
Community Action	Y/502/0449
Dealing with Problems in Daily Life	D/502/0436
Developing Self	M/502/0442
Healthy Living	L/502/0450
Individual Rights and Responsibilities	F/502/0445
Managing own Money	F/502/0462
Managing Social Relationships	A/502/0444
Preparation for Work	R/502/0451
Working as part of a Group	H/502/0437
Working towards Goals	Y/502/0435

Recommended Guided Learning Hours

The recommended guided learning hours for each unit is provided in each unit specification.

Recommended Prior Learning

No recommended prior learning or experience is required.

Opportunities for Progression

It is intended that this qualification will help learners towards the following progression routes:

- Internal progression within the qualification as learners have the option to achieve units at one level above that of certification (see Rules of Combination Table in Appendix 2 for further details)
- Lateral or vertical progression to Functional Skills qualifications
- Vocational or subject specific learning at Entry Level 3.

Restriction on Learner Entries

There are no restrictions on learner entries.

Centre Approval and Registration

Centres must be approved by Ascentis to run this qualification. Details of the centre approval process are available from the Ascentis office or from the website at www.Ascentis.co.uk.

All learners must be registered within seven weeks of the course commencing, using the Ascentis registration form or by using the Electronic Data Interchange system (EDI). Details of both methods are available from the Ascentis office (Tel: 01524 586789) or at www.Ascentis.co.uk.

Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

Throughout the qualification it is expected that these issues will be encountered and discussed. Units where these matters are particularly likely to arise are: Community Involvement; Managing own Money and Individual Rights and Responsibilities.

Sustainable Development, Health and Safety Considerations and European Developments

These issues are addressed particularly in the units: Healthy Living and Individual Rights and Responsibilities. Throughout these units, learners should have these considerations drawn to their attention in ways that allows them to be related to their own personal situation.

Foundation Learning Tier Progression Pathways

This qualification is suitable for inclusion as part of the following progression pathways:

- Full Level 2
- Independent living / Supported employment
- Skilled employment including apprenticeships.

Mapping to the Functional Skills

Mapping to the Functional Skills is provided in Appendix 4.

Ascentis has Functional Skills qualifications available across all the Entry Levels and Level 1 in English, ICT and Maths to support the delivery of the Foundation Learning Tier Progression Pathways.

Status in Wales and Northern Ireland

This qualification is available in English only.

Learners with Particular Assessment Needs

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, including how to make an application, are available from www.Ascentis.com 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 from www.Ascentis.co.uk or through contacting the Ascentis office.

ASSESSMENT AND MODERATION ARRANGEMENTS

Overview

All units are assessed internally through the building up of a portfolio of evidence.

To achieve a unit, all assessment criteria within the unit specification must be achieved.

Internal and external moderation are a requirement for each unit. On completion of the learners' evidence for either the individual units or the full award, 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 for both the internal and external assessments for 4 weeks after the date of moderation in case of appeal.

Internal Assessment

Evidence for each unit is through the building up of a portfolio to demonstrate that all the assessment criteria within the unit have been achieved. This evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Records of observation
- Written or oral responses to questions
- Records of discussions
- Photographs or video
- Worksheets
- Tape recordings.

The emphasis within the course should be on practical activities and this should be reflected in the evidence that is provided. An over-reliance on the learner producing written work for activities which are essentially practical should not be encouraged.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Tracking sheets for this qualification are available to download in a separate document from www.Ascentis.co.uk.

An example observation record form is found in Appendix 3.

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 Foundation Co-ordinator at each centre, who will liaise with Ascentis. The Foundation Co-ordinator may also act as the Internal Moderator. Internal moderation will be carried out through standardisation activities including the internal moderation of the portfolios evidence across all the groups of learners, to include all the assessors and the full range of units. This should be carried out according to Ascentis' model of moderation which is available from www.Ascentis.co.uk or the Ascentis office. 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.

Copies of forms that can be used to record internal moderation activities are available from www.Ascentis.co.uk, although centre-devised forms can also be used.

Ascentis External Moderators will confirm the Internal Moderation activities at their visit.

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 to ensure that internal assessment decisions are valid, reliable, fair and consistent with standards across other centres
- Confirmation of coverage of all the assessment criteria and units needed for unit certification or the full award.

Knowledge, Understanding and Skills required of Assessors and Internal Moderators

Assessors of this qualification should have an awareness and understanding of the profile of a typical learner taking an independent living course and experience in teaching independent living skills.

Internal Moderators need to be competent assessors with knowledge of the requirements of the internal moderation process. Ascentis provides training events on internal moderation and any person new to this role would be advised to contact Ascentis.

Health and Safety

A centre must have completed a full risk assessment of all areas of activity and identified potential risks. Where a risk exists, all practicable actions must be taken to eliminate or reduce this risk so that it is as low as possible.



UNIT SPECIFICATIONS

Community Action

Entry 2

Introduction

In this unit you will be encouraged to participate in local community activities and understand the benefits of these activities for yourself and the community.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 20

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Recognise local community groups	1.1 Identify a community group in their local area and what it does 1.2 Identify 'groups' that can make up a community
2 Be able to demonstrate how they participate in community activities	2.1 Participate in a community activity that is relevant to them 2.2 Identify how this activity benefits others

Indicative content
<p>Recognise local community groups Be able to describe the term community in relation to personal experience. Recognise features of community such as language, dress, culture, belief, school, work place. Different groups could be religious, youth, sport, friendships.</p> <p>Demonstrate participation in community activities Find out different ways the groups behave that help your local community. Say how someone can give something to the community. Give an example of how you have given something to the community. List the benefits to the group members – friendship, knowledge, shared interest. Say how a local group is helped by someone's support. List different ways groups can help your community.</p>

Dealing with Problems in Daily Life

Entry 2

Introduction

In this unit you will learn the concept of problem solving and help you to develop skills to enable you to tackle problems in your daily life.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 20

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Demonstrate an awareness of how to recognise straightforward problems	1.1 Identify a straightforward problem 1.2 Identify a way of tackling the problem, with appropriate support
2 Tackle straightforward problems	2.1 Tackle the problem using a given procedure 2.2 Ask for advice or support if needed

Indicative content
<p>Recognise a problem Know what the challenge or difficulty is and record it. Explore possible solutions to the problem – e.g. talking, buying new equipment, technology.</p> <p>Solving a problem Have a plan and follow it to solve your problem. Use other people to help you solve the problem. Name appropriate individuals who can help deal with the problem e.g. teachers, counsellors, family, friends. Demonstrate how you have looked at safe ways of dealing with the problem. Record the plan and the things you do to solve your problem</p>

Developing Self

Entry 2

Introduction

In this unit you will learn ways in which you can reflect on your own personal development and how your personal skills, abilities and behaviours can be improved.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 20

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to recognise their strengths and the areas they need to develop	1.1 Identify a personal strength or ability 1.2 Identify an area for self development
2 Recognise how to develop themselves	2.1 Identify a personal skill or behaviour they need to develop 2.2 Agree with an appropriate person a suitable target to work towards 2.3 Identify who will support them in developing the identified skill or behaviour 2.4 Work through activities to develop the agreed skill or behaviour
3 Review their development	3.1 Carry out a simple review of the progress they have made 3.2 Identify what went well and what did not go so well

Indicative content
<p>Personal Strengths and Abilities Think about one thing that you are very good at. Find a way to show others how good you are at this – you could give a talk to a small group using photographs or pictures of the thing that you are good at.</p> <p>Self Improvement Think of something you would like to do better. Name something you need to do, a skill or ability, which will help you achieve your goal. Name something which is stopping you from achieving your goal. Identify what help you need to stop this being a challenge.</p> <p>Reviewing development After making the choice consider whether this was the right choice and why. Explain the things you did well and the things which you could improve upon.</p>

Healthy Living

Entry 2

Introduction

In this unit you will be introduced to ways in which you can contribute to a healthy lifestyle and be encouraged to demonstrate activities which will improve your own lifestyle.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 20

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Recognise the steps needed to lead a healthy lifestyle	1.1 Identify what they can do to contribute to a healthy lifestyle 1.2 Identify an activity which will make an improvement to their lifestyle
2 Demonstrate how they contribute to their own healthy lifestyle	2.1 Participate in an activity to contribute to a healthy lifestyle

Indicative content
<p>Healthy Lifestyle Healthy food: Find out about foods. Look at the food pyramid to see what makes a healthy diet and name some foods for each group. List foods that can cause harm if eaten too frequently or in large quantities. List the problems that you may have if you have too much alcohol or use drugs. It may be possible to arrange for someone who has been addicted to talk to your group or a local police liaison officer may be able to bring some 'mock' drugs to demonstrate.</p> <p>Participate in an activity List why it is important to keep fit and list activities which help do this. Know how to take part in an individual and a group activity.</p>

Individual Rights and Responsibilities

Entry 2

Introduction

In this unit you will raise your awareness of your rights and responsibilities as an individual.

This unit is assessed through a portfolio of evidence.

Credit Value: 1

Guided Learning Hours: 10

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Recognise that they have rights and responsibilities as an individual	1.1 Identify an individual right which is relevant to them 1.2 Identify a responsibility that they have for themselves 1.3 Say who could help if they have problems with their rights or responsibilities

Indicative content
<p>Personal Rights and Responsibilities Find out what 'Personal Rights and Responsibilities' mean and give one example of each. List things that show taking responsibility in a community – this could be obeying rules, picking up litter or looking after the environment. Make a list of activities you could do to make a positive contribution to your community. List advice services that are available locally and who provides them.</p>

Managing own Money

Entry 2

Introduction

In this unit you will be introduced to the basic elements of managing your personal finances, encouraging you to prepare a personal budget and to carry out transactions capably.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 20

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Recognise their income and expenditure	1.1 Identify their weekly income 1.2 Identify items they need to spend money on 1.3 Prepare a simple personal weekly budget
2 Know how to carry out simple transactions	2.1 Demonstrate paying for an item 2.2 Make simple calculations when paying for an item

Indicative content
<p>Income and expenditure Name two different ways to have money paid to you on a regular basis. Discuss at home the types of things money has to be spent on each week or month and name two of them. Know why a budget is necessary. Name things on a budget which are income. Name things that you must spend money on and those things which you would like to spend money on. Name a problem that could happen if you are not in control of your money.</p> <p>Carrying out a transaction It is possible to use more than just money to pay for things. Find out about different ways to pay for goods and services – this may include a visit to a bank or post office. Calculate change in a range of situations – think about times when you spend money and practice calculating the change.</p>

Managing Social Relationships

Entry 2

Introduction

In this unit you will be encouraged to use appropriate behaviours when interacting with others in social situations.

This unit is assessed through a portfolio of evidence.

Credit Value: 1

Guided Learning Hours: 10

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Recognise how to interact with others in everyday and familiar situations	1.1 Take part in an exchange with a familiar person about an everyday topic 1.2 Use appropriate behaviours during the exchange 1.3 Ask and respond to questions appropriately 1.4 Express opinions simply and show respect for those of the other person

Indicative content
<p>Interacting with others Understand the meaning of 'body language', 'positive' and 'negative' Identify positive and negative body language – this could be done by looking at photographs, video clips or role playing Find out what is meant by 'aggressive, passive and assertive behaviour' and then make a list of examples of these behaviours – you could role-play, watch a film or video clip or read newspaper articles for examples. Have a conversation and taken turns to speak and listen. Introduce yourself to a new person.</p>

Preparation for Work

Entry 2

Introduction

In this unit you will learn to look at your 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.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 20

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Recognise the skills and qualities needed for working life	1.1 Identify some personal skills and qualities which employees need 1.2 Identify their own personal skills and qualities
2 Recognise personal career opportunities	2.1 Identify a suitable job role which interests them 2.2 Provide key personal information needed to apply for such a job role

Indicative content
<p>Skills and Qualities Name a personal skill. List your achievements which will help you get a job. For a number of jobs list the skills and qualities necessary.</p> <p>Investigate Personal Career Opportunities List a number of jobs you would like to try. Name a work place or business that you would like to visit. Make a list of policies that you will find in the workplace to help you.</p>

Working as part of a Group

Entry 2

Introduction

In this unit you will learn to develop skills to become an active contributor when working with others on group activities and to be able to review your own progress and skills development.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 20

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Demonstrate an awareness of how to work with others in appropriate ways	1.1 Participate in setting ground rules for working with others 1.2 Relate basic information about the work to be carried out 1.3 Identify their role in the group
2 Be able to demonstrate working as part of a group	2.1 Carry out given tasks when working with others 2.2 Ask for or offer help when required 2.3 Identify what went well and what went less well

Indicative content
<p>Working with others Take part in deciding what the task is going to be, how it is going to be achieved, and who is going to take each action. A list of activities could be produced showing responsibilities, include health and safety. Confirm your understanding of the task and your role.</p> <p>Work in a group In a discussion set the ground rules and keep a record of them. Undertake the actions of the task by working well with others, asking for help when necessary. Work in a safe manner. Keep a record of how this worked and in what sort of ways you worked safely. Reflect on the activities and decide if the task has been completed. Record what went well or less well when working in the group. Record what you have done to help everyone achieve the task.</p>

Working towards Goals

Entry 2

Introduction

In this unit you will learn to understand how to identify and work towards goals appropriately.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 20

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Demonstrate an awareness of the skills and qualities needed for success in work and life	1.1 Recognise their skills, qualities and interests 1.2 Identify their strengths 1.3 Say what they could improve
2 Demonstrate an awareness of how to identify goals	2.1 Identify some short-term goals they would like to work towards 2.2 Agree a goal with an appropriate person
3 follow steps to achieve a personal goal	3.1 Say who will support them to work towards the agreed goal 3.2 Carry out given activities to work towards the agreed goal 3.3 Identify what has been achieved

Indicative content
<p>Qualities List your skills and strengths that you know you have from the things you have done in the past. Explain how these help you in your life and work. Think about some areas where you need to improve and how you can improve them.</p> <p>Identifying goals Identify two things you would like to improve and your reasons for doing this. Provide evidence on how this decision was made – this could be notes made by either yourself or your tutor. Name a person who will be able to help you do this.</p> <p>Working towards the goal Outline each stage of action that will be taken to achieve the goal. Name the people and things that you will need to succeed. Set dates for each action to be completed. Keep a record of the plan. Using the plan complete each action. After completing each action think about whether you have achieved your target and identify what you have achieved.</p>

Appendix 1

Summary Record of Achievement

Learner Name _____

Unit Title	Tick if unit claimed	Level/ Credit Value	Date completed	Assessor Signature	Internal Moderator Signature (if sampled)
Community Action		E2/2			
Dealing with Problems in Daily Life		E2/2			
Developing Self		E2/2			
Healthy Living		E2/2			
Individual Rights and Responsibilities		E2/1			
Managing own Money		E2/2			
Managing Social Relationships		E2/1			
Preparation for Work		E2/2			
Working as part of a Group		E2/2			
Working towards Goals		E2/2			
Units claimed from other Levels (please complete unit title, level and credit value as appropriate)					

Total credit value of claim (should be no more than 12) _____

Learner signature _____

Assessor signature _____

Appendix 2

Rules of Combination Table

This table shows how units from this qualification can be combined with units from the equivalent Entry 3 qualification.

Ascentis Entry 2 Award in Personal Development		
Minimum Credit Value of qualification - 4 credits		
Credit Value at Entry 2	Minimum of 4 credits	
Optional Units	Level	Credit
Community Action	E2	2
Dealing with Problems in Daily Life	E2	2
Developing Self	E2	2
Healthy Living	E2	2
Individual Rights and Responsibilities	E2	1
Managing own Money	E2	2
Managing Social Relationships	E2	1
Preparation for Work	E2	2
Working as part of a Group	E2	2
Working towards Goals	E2	2
<p>Units from this qualification may also be combined with Group A Entry 3 units from the Ascentis Entry 3 Award in Personal and Professional Development. The specifications for these units can be found within the qualification specification for the Entry 3 award. Units from the higher level must make up no more than 40% of the total credits claimed for the Entry 2 award. The units available are listed below.</p>		
Community Action	E3	2
Dealing with Problems in Daily Life	E3	2
Developing Self	E3	2
Healthy Living	E3	2
Individual Rights and Responsibilities	E3	1
Managing own Money	E3	2
Managing Social Relationships	E3	2
Personal Advancement	E3	4
Preparation for Work	E3	2
Study Skills	E3	2
Working as part of a Group	E3	2
Working towards Goals	E3	2
<p>Barred combinations: The Entry 2 versions of the units cannot be combined with the Entry 3 versions of the same units.</p>		

The specification for the qualification referenced above is available to download from www.Ascentis.co.uk.

The QCA codes for the qualifications referenced above are as follows:

Entry 3 Award in Personal Development: 500/4139/3

Entry 3 Certificate in Personal and Professional Development: 500/4140/X

Appendix 3

Observation Record Form

Learner Name: _____

Unit: _____

Level: _____

Criteria assessed through Observation: (Give number(s) from the unit specification)

What the learner had to do

Assessor's comments on learner performance

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Assessor Signature _____

Date _____

Internal Moderator (If sampled) _____

Date _____

Appendix 4

Mapping to Functional Skills at Entry 2

English	
Functional Skills Standards	Ascentis
Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations.	<p>There are opportunities to work towards this standard throughout the qualification during classroom exchanges and activities.</p> <p>Some specific examples might include:</p> <ul style="list-style-type: none"> ▪ Having a group discussion for the Individual Rights and Responsibilities unit ▪ Having a discussion about a task in the Working as part of a Group unit ▪ Have one-on-one discussion for the Developing Self unit
Read and understand straightforward texts.	<p>Learners should encounter a variety of straightforward texts over the course of the programme of study.</p> <p>Some examples might be:</p> <ul style="list-style-type: none"> ▪ A recipe in the Healthy Living unit ▪ A poster for the Community Action unit ▪ A safety notice in the Preparation for Work unit
Write documents with some adaptation to the intended audience.	<p>Learners should have to produce documents during their programme of study. For example:</p> <ul style="list-style-type: none"> ▪ Filling in a form for the Managing own Money unit ▪ Designing a poster for the Healthy Living unit

ICT	
Functional Skills Standards	Ascentis
Use ICT Systems	
Interact with ICT for a purpose.	<p>Learners should be encouraged to use ICT systems at every opportunity. Examples might include:</p> <ul style="list-style-type: none"> ▪ Supporting the production of a piece of work in electronic format ▪ Printing documents
Follow and understand recommended safe practices.	<p>Learners should be taught to follow these practices whenever they use ICT systems during the programme of study.</p>
Find and Select Information	
Use appropriate sources of information.	<p>Learners could be asked to find information using a variety of sources</p> <p>Some examples might be:</p> <ul style="list-style-type: none"> ▪ Recipes in the Healthy Living unit
Find information from ICT-based sources	<p>Learners could be asked to find out information using the internet.</p> <p>Examples may well include:</p> <ul style="list-style-type: none"> ▪ Finding out what public services are available

	locally for the Individual Rights and Responsibilities unit
Develop, present and communicate information	
Enter and edit information for a simple given purpose.	Tutors could design an activity that requires learners to develop these skills. For example writing a paragraph as evidence for any of the units
Present information that is fit for a given purpose	Learners could design a basic information sheet on a subject relevant to the content of the unit.

Mathematics	
Functional Skills Standards	Ascentis
Use basic mathematics to obtain answers to simple given practical problems that are clear and routine.	Learners could be introduced to these kind of simple problems in the Managing own Money and Dealing with Problems in Daily Life units
Use given checking procedures.	On any occasion throughout the programme of study where the learner uses maths the use of simple checking procedures should be encouraged.