



Entry 3

Award in Personal Development

And

Certificate in Personal and Professional Development

Specification

QCA Accreditation Numbers

Award in Personal Development:	500/4139/3
Certificate in Personal and Professional Development:	500/4140/X

QCA Accreditation Start Date:	01/08/2008
QCA Accreditation End Date:	31/08/2010
QCA Certification End Date:	31/08/2011

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 _____	5
Specification Overview _____	5
Assessment and Moderation Arrangements _____	6
BACKGROUND INFORMATION	
Aims _____	7
Target Group _____	7
Award of the Qualification _____	7
QCA Qualification Accreditation Numbers _____	7
QCA Qualification Accredited Unit Numbers _____	8
Recommended Guided Learning Hours _____	8
Recommended Prior Learning _____	8
Opportunities for Progression _____	8
Restriction on Learner Entries _____	8
Centre Approval and Registration _____	9
Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues _____	9
Sustainable Development, Health & Safety Considerations and European Developments _____	9
Foundation Learning Tier Progression Pathways _____	9
Functional Skills _____	9
Status in Wales and Northern Ireland _____	9
Learners with Particular Assessment Needs _____	9
Appeals Procedure _____	9
ASSESSMENT AND MODERATION ARRANGEMENTS	
Overview _____	10
Internal Assessment _____	10
Internal Moderation _____	10
External Moderation _____	11
Knowledge, Understanding and Skills required of Assessors and Internal Moderators _____	11
Health and Safety _____	11
UNIT SPECIFICATIONS	
Group A units	
Community Action _____	13
Dealing with Problems in Daily Life _____	14
Developing Self _____	15
Healthy Living _____	16
Individual Rights and Responsibilities _____	17
Managing own Money _____	18
Managing Social Relationships _____	19
Personal Advancement _____	20
Preparation for Work _____	22
Study Skills _____	23
Working as part of a Group _____	24
Working towards Goals _____	25

PAGE**Group B units**

Introduction to Business and Business Administration _____	27
Introduction to Care Work _____	28
Introduction to Catering _____	29
Introduction to Construction Work _____	30
Introduction to Contact Centre Operations _____	31
Introduction to Customer Service _____	32
Introduction to Retail _____	33
Introduction to Salon Work _____	34
Appendix 1 – Summary Record of Achievement _____	35
Appendix 2 – Rules of Combination Table _____	37
Appendix 3 – Observation Record Form _____	39
Appendix 4 – Mapping to Functional Skills (Entry 3) _____	40

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. In addition to this the Certificate in Personal and Professional Development is designed to help learners make an informed choice about the different career paths available to them. Achievement of these qualifications should 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
Group A		
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	2	Optional
Personal Advancement	4	Optional
Preparation for Work	2	Optional
Study Skills	2	Optional
Working as part of a Group	2	Optional
Working towards Goals	2	Optional
Group B		
Introduction to Business and Business Administration	2	Optional
Introduction to Care Work	2	Optional
Introduction to Catering	2	Optional
Introduction to Construction Work	2	Optional
Introduction to Contact Centre Operations	2	Optional
Introduction to Customer Service	3	Optional
Introduction to Retail	2	Optional
Introduction to Salon Work	2	Optional

To achieve the Award in Personal Development the learner must achieve a minimum of 4 credits from the Group A optional units. Learners may achieve up to a maximum of 12 credits in completing the award.

To achieve the Certificate in Personal and Professional Development learners must achieve a minimum of 13 credits overall; at least 4 credits must be from the Group A units and at least 2 credits from the Group B units. The remaining credits may be obtained from either group.

Units from these qualifications can also combine with units from the equivalent Entry Level 2 and Level 1 qualifications. 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 learners to consider the different career opportunities available to them
- 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 support in developing independent living skills and choosing an appropriate career path to focus upon.

Award of the Qualification

This qualification is offered at Entry Level 3.

To achieve the Award in Personal Development the learner must obtain a minimum of 4 credits from the bank of optional Group A units. The certificate will state:

**Ascentis Entry Level Award in Personal
Development (Entry 3)**

To achieve the Certificate in Personal and Professional Development learners must achieve a minimum of 13 credits overall; at least 4 credits must be from the Group A units and at least 2 credits from the Group B units. The remaining units may be obtained from either group. The certificate will state:

**Ascentis Entry Level Certificate in Personal
and Professional Development (Entry 3)**

In both cases the certificate 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 Numbers

Award in Personal Development:	500/4139/3
Certificate in Personal and Professional Development:	500/4140/X

QCA Qualification Accredited Unit Numbers

Unit Title	Unit Number
Community Action	F/502/0459
Dealing with Problems in Daily Life	H/502/0454
Developing Self	M/502/0456
Healthy Living	T/502/0460
Individual Rights and Responsibilities	A/502/0458
Managing own Money	F/502/0462
Managing Social Relationships	T/502/0457
Personal Advancement	L/501/5765
Preparation for Work	A/502/0461
Study Skills	D/501/5768
Working as part of a Group	K/502/0455
Working towards Goals	D/502/0453
Introduction to Business and Business Administration	H/501/5769
Introduction to Care Work	Y/501/5770
Introduction to Catering	H/501/5772
Introduction to Construction Work	K/501/5773
Introduction to Contact Centre Operations	M/501/5774
Introduction to Customer Service	T/501/5775
Introduction to Retail	A/501/5776
Introduction to Salon Work	F/501/5777

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 the 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 or Level 1
- Supported employment.

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 from 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 Action, 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:

- 14-16 Entry Level
- Full Level 2
- Independent living / Supported employment
- Skilled employment including apprenticeships.

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 awards, 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 these qualifications 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 these qualifications 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.



Group A Units

UNIT SPECIFICATIONS

Community Action

Entry 3

Introduction

In this unit you will learn 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 Demonstrate their knowledge of local community groups	1.1 Identify community groups in their local area and what they do
2 Demonstrate their participation in community activities	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

Indicative content
<p>Knowledge of 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. Recognise features of community groups – such as interest, belief, dress, language and compare with other groups to find differences and similarities.</p> <p>Participate in community activities Learn how to contribute within your local community. List the activities of the groups – e.g. weekly meetings, trips and visits, Find out the positive contributions the groups make to the community. List the benefits to the group members – friendship, knowledge, shared interest. List activities someone could join with to help the community. List the benefits to someone from being part of a group.</p>

Dealing with Problems in Daily Life**Entry 3****Introduction**

In this unit you will learn the concept of problem solving and be helped 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 Understand how to recognize a straightforward problem	1.1 Identify a straightforward problem that they can tackle 1.2 Share ideas on how to tackle the problem with an appropriate person
2 Tackle a problem	2.1 Identify a way to tackle the problem 2.2 Carry out activities to tackle the problem 2.3 Ask for appropriate advice
3 Be able to carry out a review of their progress towards solving the problem	3.1 Review their progress in tackling the problem 3.2 Identify what went well and what did not go so well

Indicative content
<p>Recognize a problem Know what the challenge or difficulty is and record it. Consider how the situation would differ once the problem has been removed Explore possible solutions to the problem – e.g. talking, buying new equipment, technology</p> <p>Tackle a problem Identify the people to be consulted and actions that need to be completed to solve the problem Make a plan of how you will deal with the problem. Talk to other people about ways to deal with the problem. Name appropriate individuals who can help deal with the problem e.g. teachers, counsellors, family, friends.</p> <p>Review progress towards solving the problem Consider if the problem has now been solved If not, identify what action should now be taken to try again Consider how the actions went, what would you do differently another time?</p>

Developing Self

Entry 3

Introduction

In this unit you will be introduced to 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 Understand how to identify areas for self development	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
2 Understand how to take responsibility for their own self development	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
3 Be able to demonstrate how they have developed personal skills	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

Indicative content

Identify areas for development

Think about one thing that you are very good at and record how you made this decision
 Find a way to show others how good you are at this – give a talk to a small group using photographs or pictures of the thing that you are good at.
 Think of something you would like to do better and record how you made this decision.
 Name the skills or abilities you will need to do this and know how they will help you achieve your goal.

Self Development

Name something which is stopping you from achieving a goal and record how you made this decision.
 Identify the people or resources that can help you – teachers, friends, outside groups.
 After making the choice to consider whether this was successful and why, and record your decision.
 Think about how you can build on this progress in the future.

Healthy Living

Entry 3

Introduction

In this unit is 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 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 Understand what is needed to lead a healthy lifestyle	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
2 Demonstrate how they contribute to their own healthy lifestyle	2.1 Carry out activities to contribute to a healthy lifestyle 2.2 Describe how the activities have improved their lifestyle

Indicative content
<p>Leading a healthy lifestyle Describe activities that help keep us healthy and some that make us unhealthy. Name some activities which are done in a group. List why it is important to keep fit and list activities which help do this. Also list those activities which will improve your fitness levels. Know how to take part in an individual and a group activity.</p> <p>Carry out fun and healthy activities.</p>

Individual Rights and Responsibilities

Entry 3

Introduction

In this unit is you will identify and be aware of 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 Understand that they have individual rights and responsibilities	1.1 Describe an individual right which is relevant to them 1.2 Identify sources of support or information about rights and responsibilities 1.3 Describe a responsibility that they have for themselves 1.4 Describe a responsibility that they have to others

Indicative content
<p>Legal Rights and Responsibilities Find out what the terms 'rights' and 'responsibilities' mean. List examples of your basic rights and responsibilities. List laws that aim to protect your rights and those of groups Find out about your local council List services that are provided locally List people who have jobs that help the community List how an individual can use their personal responsibility in a situation agreed with your teacher. List a range of actions or activities that show you being responsible in the community.</p>

Managing own Money**Entry 3****Introduction**

In this unit is you will be introduced to the basic elements of managing your own 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 Understand how to plan a personal budget	1.1 Identify their source(s) of income 1.2 Identify their key items of expenditure 1.3 Prepare a straightforward weekly budget plan 1.4 Identify an appropriate way to save surplus money
2 Know how to carry out transactions	2.1 Identify two different ways of paying for items 2.2 Demonstrate paying for an item 2.3 Use appropriate calculations when paying for items

Indicative content
<p>Plan a personal budget Look at different ways to receive money – this could include Benefits and wages Discuss at home the types of things money has to be spent on each week or month and make a list. Understand what a budget is and how it is used to help manage money. Look at the list of household expenditure and list it in order of priority Find out about how to save money – this could be in spending wisely, bargain hunting or putting money away for the future. Think about problems that would happen if you spend more than your income</p> <p>Carrying out transactions 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. Sometimes payment has to be posted to the supplier – consider how this would be done. Find out about electronic payments and what this means. List occasions when this could be used. Carry out a role-play with your tutor or the rest of the group where you pay for items. Calculate change – think about times when you spend money and practice calculating the change.</p>

Managing Social Relationships

Entry 3

Introduction

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

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

Indicative content
<p>Understanding how to interact with others In a group talk about situations where you might have to interact with other people Understand the meaning of 'body language', 'feedback', 'positive' and 'negative' Find out about the terms 'constructive' and 'destructive' criticism and list examples. 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 clips or read newspaper articles for examples.</p> <p>Interacting with others Demonstrate positive body language in different situations. Take opportunities to express your opinion. Allow others opportunities to express their opinion Show your responsibility to others – e.g. punctuality, arriving prepared for work</p>

Personal Advancement**Entry 3****Introduction**

In this unit you will explore your preferred learning style, identify your own attitudes, values and belief systems and reflect on your personal achievements. You will look at how to manage change in your own performance and explore personal responsibility in relation to advancement in training or employment.

This unit is assessed through a portfolio of evidence.

Credit Value: 4**Guided Learning Hours: 30**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Demonstrate an understanding of learning preferences and how they best support the learning needs of the individual	1.1 List four learning styles 1.2 Identify own preferred learning style with help 1.3 Identify own learning needs with help
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 Identify from suggested examples own values, attitudes and beliefs 2.2 Identify from suggested examples, influences on values, attitudes and belief systems 2.3 List personal achievements and identify influences on these of personal values, attitudes and beliefs.
3 Design an activity which requires group participation including goal setting and visualisation activities	3.1 Identify an activity requiring group participation 3.2 List roles and activities to be taken on by the group 3.3 List goals set for the group 3.4 Take part in a visualisation exercise in relation to the group activity
4 Describe and demonstrate an understanding and knowledge of how to manage change in individual performance and goals	4.1 Identify a potential change in individual performance 4.2 Describe feelings about the change 4.3 Identify 'positive affirmations' that will help to make the change
5 Demonstrate an understanding of personal responsibility as it applies to their future development and achieving employment	5.1 Identify main life areas where they have personal responsibilities 5.2 Identify potential employment opportunities 5.3 List changes in lifestyle that might result from employment 5.4 Identify personal qualities and abilities that could be used at employment interviews 5.5 Obtain and complete an application form for education, training or employment

Indicative content

Learning needs and preferences

Learning styles questionnaire; description/explanations of different learning styles; how learning styles can be accommodated; learning needs; how to meet learning needs.

Values attitudes and beliefs

Examples of values, attitudes and beliefs and how they arise; influences (social, family, experience etc); relation of achievements to beliefs i.e. what you consider to be an achievement, why you thought achievement was important.

Group activities

How to work in a group; setting goals for groups; idea of different roles; method of visualisation; use of visualisation.

Managing change

Changes/improvements in performance; importance of making changes; how negative feelings can affect the success of the change; using positive affirmation in relation to change.

Personal responsibility

Personal responsibilities including family, social, work; taking responsibility; changes that employment may bring e.g. less personal time, more money, shift work, part time work etc.; managing changes in lifestyle; interviews (format, content, behaviour); how to source and complete application forms.

Preparation for Work

Entry 3

Introduction

In this unit is you will be encouraged 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 Understand the skills and qualities needed for working life	1.1 Describe some personal skills and qualities which employees need 1.2 Identify how their own skills and qualities compare with the skills and qualities employees need 1.3 Identify areas for development
2 Investigate personal career opportunities	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

Indicative content
<p>Skills and Qualities Talk in a group about the kind of skills employers need from their employees so that they can work effectively. List your personal skills and achievements which will help you get a job. Identify an area where you could improve your skills and ways which you could do this.</p> <p>Investigate Personal Career Opportunities List a number of jobs you would like to try. Consider your personal skills and achievements to see how they would help you get a job. Fill in an application form or draft a basic CV.</p>

Study Skills**Entry 3****Introduction**

In this unit you will develop the study skills required to achieve a vocational qualification. You will look at portfolio building, how to research and complete assignments and at how you can take responsibility for your own learning.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand how to take responsibility for their own learning	1.1 Plan towards learning objectives with appropriate support 1.2 Record achievements and areas for further development 1.3 Request appropriate help from others
2 Know how to build a portfolio	2.1 Select suitable evidence to support assessment with tutor help 2.2 Organise evidence within portfolio to a given structure 2.3 Meet given timescales and deadlines for evidence collection and portfolio building
3 Carry out research and organise the information collected	3.1 Use given sources of research information 3.2 Identify and record key points 3.3 Organise information collected
4 Complete assignments to meet given criteria	4.1 Identify tasks within a given assignment 4.2 Complete assignments in given format and to meet criteria

Indicative content
<p>Responsibility for own learning Understanding learning objectives; action planning; recording achievements and development; using feedback; sources of help (tutor, manager, colleagues etc.); when to request help; importance of seeking help.</p> <p>Portfolio building Types of evidence (records of observation, witness testimony, reflective accounts, work products, simulation, question and answer sessions etc.); suitability of evidence in relation to role and assessment criteria; sufficiency of evidence to meet assessment criteria; further opportunities to evidence competence; organisation of portfolio (referencing, indexing etc.); time management; importance of meeting deadlines and timescales; implications of failing to meet deadlines and timescales; impact on future deadlines.</p> <p>Research and information Sources of information (tutors, books, world wide web, journals, newspapers); reading for understanding; skimming; identifying key points from reading or audio information; organising and using notes.</p> <p>Completing assignments Break assignment into defined tasks; different assignment requirements (presentations; written assignments; tests; answering questions orally and in writing; discussions); format of assignment e.g. report; checking and correcting own work.</p>

Working as part of a Group**Entry 3****Introduction**

In this unit is you will 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 Know how to work with others in appropriate ways	1.1 Contribute to setting ground rules for working with others 1.2 Make suggestions about the role they should play in the group
2 Be able to play an active role in working as part of a group	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
3 Review their role in the group	3.1 Review their work with others 3.2 Identify how they contributed to the group 3.3 Identify what went well and areas they could improve in working with others

Indicative content**Work 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 written plan could be produced of the task and responsibilities include health and safety. Confirm your understanding of the task and your role.

Play an active role in a group

In a discussion set the ground rules and keep a record of them. Ensure everyone has taken part in the discussion and respond positively to other people's ideas. Undertake the actions of the task by working well with others, keeping to the ground rules, and asking for help if necessary. Offer help to others if they need it. Work in a safe manner. Keep a record of how this worked and in what sort of ways you worked safely.

Reviewing what you have done

During the task check progress with other group members. Reflect on the activities and decide if the task has been completed. Record what went well or less well when working in the team. Decide what could be done differently next time to improve your result. Record what you have done to help everyone achieve the task.

Working towards Goals

Entry 3

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 Be able to identify goals	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
2 Be able to plan how to meet their agreed goal	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
3 Follow a plan to achieve an agreed goal	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

Indicative content
<p>Identifying goals Identify an area for improvement and reasons for needing to improve. Provide evidence on how this decision was made. Outline each stage of action that will be taken to achieve the goal. Agree the goal with your tutor.</p> <p>Planning to meet a goal Set deadlines for each action. Keep written record of the plan. Name the people and resources that you will need to achieve each action and arrange for this help. Set a deadline for achieving your goal.</p> <p>Achieving your goal Complete each action as set out in your plan and comment on the outcomes. After each action think about how it has been completed. Consider what could have been done differently and what you may do differently if you repeated the action. Have you achieved your goal? Identify any appropriate actions that may be necessary to achieve the goal.</p>

Group B Units

Introduction to Business and Business Administration**Entry 3****Introduction**

In this unit you will be introduced to business organisations, their purposes and the departments or functions within those businesses. You will learn about business administration and the sort of tasks you might carry out in an administrative role in a business.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the purpose and functions of a range of business organisations	1.1 Describe the purpose of a range of different types of businesses 1.2 Describe the different functions or departments within a business 1.3 Describe the main resources that businesses require
2 Demonstrate understanding of the main business administration tasks	2.1 Describe the main administrative tasks in businesses 2.2 Demonstrate business administration skills in two main areas

Indicative content
<p>Purpose and functions of businesses The different industry sectors – e.g. manufacturing, professional service industries (law, accountancy, insurance), trades (building, plumbing), retail, entertainment etc.; functions or departments and their main purpose e.g. production, finance, sales, customer service, human resources, IT etc.; a basic understanding of how the functions work together; main resources – money, people, buildings, vehicles, raw materials etc.</p> <p>Business administration What business administration is/ purpose of business administration – supporting the business activities; main tasks – handling telephone calls, handling mail, handling information, handling visitors/customers, using IT systems etc.</p>

Introduction to Care Work

Entry 3

Introduction

In this unit is you will be introduced to work roles that are available within a range of different care organisations. You will learn about the principles of care and the skills that you need to work in a care role.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 10

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the purpose and range of care work	1.1 Describe the range of care settings 1.2 Explain the purpose of different care settings 1.3 Describe potential work roles for career progression in care
2 Understand skills required for care work	2.1 Identify the main principles of care 2.2 Describe the range of activities and responsibilities in a specified care role 2.3 Demonstrate the skills required for care work

Indicative content
<p>Purpose and range of care work Care settings to include child care (nurseries, day care, residential care), care of the elderly; care of people with mental or physical disabilities; purpose of settings e.g. to care for children of working parents, to assist people who are disabled to live more independently, to support the elderly and children within residential settings; roles to include care worker, social worker, nanny, child carer etc.</p> <p>Skills for care work Principles of care: client centred care, independence of clients, privacy and respect, protection from abuse; equality and diversity and protection from discrimination; activities – dependent on setting but may include feeding, personal hygiene of clients, dressing, entertaining clients etc.; skills include communication skills, building relationships with others, treating others with respect, promoting equality and diversity.</p>

Introduction to Catering**Entry 3****Introduction**

In this unit is you will learn about the food sector and about catering businesses. You will learn about the roles and activities within a catering business. You will also learn why food safety is so important in food businesses.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the range and purpose of catering	1.1 Describe the features of catering businesses 1.2 Describe the range of different catering businesses 1.3 Describe the main resources that a catering business requires 1.4 Describe the main roles within catering businesses
2 Understand the importance of food safety in catering	2.1 Explain why food safety is important 2.2 Demonstrate compliance with personal hygiene standards 2.3 Describe main categories of food hazards 2.4 Describe main food safety procedures

Indicative content
<p>Catering and hospitality businesses The purpose of catering businesses: to prepare, sell and serve 'ready to eat' foodstuffs. Range of different retail businesses</p> <ul style="list-style-type: none"> ▪ In terms of size and type e.g. small sandwich shops, take-aways and cafes; catering facilities in stores, offices, leisure facilities, hospitals, residential homes, schools etc; restaurant chains (including fast food chains and coffee shops); pubs serving food; hotels; bed and breakfast; outdoor outlets (roadside caravans, theme parks etc.); voluntary (meals on wheels, soup kitchens). ▪ In terms of product e.g. food of a particular nationality or culture (Italian, Indian, Mexican, Cajun etc); fast foods (burgers, chicken, fish and chips); coffee and sandwich bars. ▪ In terms of service e.g. eat-in, table service, take-away, self-service, counter service, delivery services, snack bars, room service. <p>Main resources – money, people, buildings, equipment, vehicles, raw materials etc.</p> <p>Food safety Importance of food safety and hygienic working (business reputation, legal, safety).</p> <p>Personal Hygiene (hand washing – importance and method, procedures relating to jewellery, cosmetics etc., dealing with cuts and grazes – health risks and covering, infectious illnesses (e.g. sickness and diarrhoea) – risks and reporting.</p> <p>Protective clothing – types of clothing, clean, suitable, in line with organisation policy, reasons for protective clothing).</p> <p>Main food hazards (physical – foreign objects in the food, chemical – cleaning and other chemicals used around the kitchen; microbiological – bacteria that cause food poisoning, allergens – common allergies and intolerances e.g. nuts, artificial colourings).</p> <p>Safe and hygienic working (cleanliness of work area and equipment, importance of separating raw and cooked foods, cooking/reheating to correct temperatures to avoid risk of bacteria.</p> <p>Safe storage and use of foods – frozen, dried, chilled etc and use by dates.</p>



Introduction to Construction Work

Entry 3

Introduction

In this unit you will be introduced to the construction industry and be given the opportunity to learn about the conditions of work that can be expected within the sector.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 10

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the construction industry and the organisations and job roles within it	1.1 Recognise the purpose of the construction industry 1.2 Recognise different types of organisations within the construction industry 1.3 List roles within the construction industry
2 Know the terms, conditions and benefits of different jobs within the construction sector	2.1 Recognise the terms, conditions and benefits of different job roles and different employers within the construction sector

Indicative content
<p>Construction industry Structure of the industry – small and larger firms, specialist firms and services; sole traders, large companies, sub contractors; specialists – electricians, plumbers etc.; roles – apprenticeships, builders, painters, plasterers, architects.</p> <p>Conditions Working practices – flexibility, flexi-time, shift patterns, short-term employment, self-employment, contract work; conditions – rates of pay, overtime, bonuses, holidays, working away from home; benefits – pension, tools allowance, meals on duty, free clothes/uniform, PPEs.</p>

This unit is also a component part of the following qualifications: Entry Level 3 Certificate in Introduction to Employment in the Construction Industries (500/4068/6); Level 1 Certificate in Preparation for Employment in the Construction Industries (500/4033/9).

Introduction to Contact Centre Operations**Entry 3****Introduction**

In this unit you will learn about contact centre operations. You will learn about what contact centres do and how they are organised as well as the skills required to work in a contact centre. You will learn that customer service is important for successful contact centre operations.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Describe contact centre operations	1.1 Identify from a given list different purposes of call centres 1.2 Identify from a given list types of incoming and outgoing calls that might be dealt with by contact centres 1.3 Identify different roles within contact centre operations
2 Describe the technology used in contact centres	2.1 List the communications and information technology used within contact centres 2.2 Describe the main uses of technology within contact centres
3 Understand the importance of customer service for contact centres	3.1 Describe good customer service 3.2 Identify from a given list reasons why customer service is important in a contact centre situation
4 Demonstrate skills required in contact centre work	4.1 Demonstrate communication skills 4.2 Demonstrate team working skills 4.3 Demonstrate customer service skills

Indicative content
<p>Contact centre operations Purpose e.g. product or technical support, sales, help desks, order lines, directory enquiries, information lines, customer service; incoming calls e.g. queries, orders, complaints; outgoing calls e.g. sales, returning customer calls, marketing; operations (team working, handling calls for different end suppliers); staff e.g. operators, supervisors, team leaders, technical support.</p> <p>Technology Telephone systems; electronic displays; voice recognition systems; call forwarding; use of computer records e.g. customer information, account information, product information; email systems (for internal mail, customer contact etc.)</p> <p>Customer service Being polite to customers; meeting customer needs; importance of customer service for customer retention, reputation etc.; working within organisational limits and limits of own authority.</p> <p>Contact centre skills Communication skills e.g. telephone skills, letter writing, email, using internet/intranet, active listening skills, questioning skills, recording information, passing on messages, transferring callers; team working e.g. communicating with others, knowing when to ask for assistance, providing accurate information etc.; customer service e.g. politeness, right attitude and behaviour, meeting customer expectations.</p>

Introduction to Customer Service**Entry 3****Introduction**

In this unit you will be introduced to customer service and customer focussed organisations. You will look at the range of customer service roles available in your local area and who are the customers of each type of organisation. You will learn about the skills required for customer service role.

This unit is assessed through a portfolio of evidence.

Credit Value: 3**Guided Learning Hours: 20**

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the range of customer focussed roles available in the local area	1.1 Identify from a list the range of customer focussed roles available in the local area 1.2 Describe different customer focussed roles 1.3 Identify the customers of each different role
2 Create a good impression on customers	2.1 List aspects of personal appearance and behaviour that will help to create a good impression on customers 2.2 Demonstrate appropriate appearance and behaviour for customer service roles
3 Demonstrate the ability to interact positively with customers	3.1 Describe what you think the customer might be feeling 3.2 Demonstrate the ability to communicate with customers in relation to customer service
4 Understand the importance of working within given rules	4.1 Explain why it is important to work within customer service rules 4.2 Describe what may happen if given rules are not followed

Indicative content
<p>Customer service roles Sources of information about roles (job centres, local newspaper vacancy pages, local knowledge of customer service organisations); range of roles available to include retail, reception, restaurants etc.; aspects of role (serving customers, finding products, taking money, working with computerised tills and stock systems); customer groups (buyers in retail organisations, diners in restaurants, guests in hotels etc.).</p> <p>Creating a good impression Personal appearance (neat, tidy, personal hygiene, wearing uniform if required, other dress codes); appropriate behaviour (smiling, pleasant, friendly, helpful, polite); creating good impression (meeting and greeting customers, giving customer full attention, being knowledgeable about products and/or services available).</p> <p>Interacting with customers Customer needs and requirements; how to establish what the customer wants; recognising customer feelings and emotions; empathy with customer; questioning skills; speaking and active listening skills; appropriate body language; avoiding technical jargon; explaining products and services to customers; adapting attitudes to customer; showing respect for customer.</p> <p>Working within the rules Organisational procedures and why they exist (consistency in service, compliance with the law in how customers are dealt with etc.); limits on authority and what these might be; following procedures; implications of failing to follow procedures (potential loss of customers, potential breach of the law, loss of job etc.).</p>

Introduction to Retail

Entry 3

Introduction

In this unit you will learn about the retail sector and about how retail businesses work. You will learn about the range of retail businesses and what they do. You will look at the roles and activities within a retail business.

This unit is assessed through a portfolio of evidence.

Credit Value: 2

Guided Learning Hours: 10

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the purpose and range of retail businesses	1.1 Describe the features of a retail business 1.2 Describe the range of different retail businesses 1.3 Describe the main resources that a retail business requires
2 Understand the roles and activities within retail businesses	2.1 Identify the main roles within retail businesses 2.2 Identify the main activities in retail businesses 2.3 Demonstrate skills required for retail work

Indicative content
<p>The purpose and range of retail businesses</p> <p>What a retail business is: sells products and services to the general public</p> <p>Range of different retail businesses:</p> <p>In terms of size e.g. small corner shops, chain stores, department stores, supermarkets etc.</p> <p>In terms of products e.g. clothing, groceries, travel agencies, electrical goods, books etc. Shops that sell a range of different products (supermarkets and department stores) and specialist stores (tea and coffee merchants, cheese shops, organic/fair trade shops etc.)</p> <p>In terms of selling methods: retail shop, catalogue shops (e.g. Argos, Littlewoods), mail order catalogues, internet shops (e.g. Amazon), order in store and home delivery etc.</p> <p>Main resources – money, people, buildings, vehicles, products etc.</p> <p>Retail activities</p> <p>Main activities and roles within a retail business:</p> <p>Sales – making sales and taking payments</p> <p>Dealing with customers – enquiries, complaints, sales and refunds.</p> <p>Cash handling – taking payment, giving refunds, end of day procedures.</p> <p>Using tills/IT stock systems</p> <p>Stock control – receiving deliveries, identifying problems and discrepancies, replenishing shelves, counting stock, returning stock etc.</p>

Introduction to Salon Work**Entry 3****Introduction**

In this unit you will be introduced to salon work by looking at the activities and roles within hair and beauty salons. You will also learn about salon hygiene and be given the opportunity to gain skills which could allow an initial work experience placement within salon environments.

This unit is assessed through a portfolio of evidence.

Credit Value: 2**Guided Learning Hours: 10**

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the roles and activities within salon work	1.1	List the activities carried out in hair and beauty salons
		1.2	List different roles in hair and beauty salons
2	Understand the importance of salon hygiene and safety	2.1	State why hygiene and safety are important
		2.2	Identify main hazards in salon environments
		2.3	Demonstrate skills required to keep salon environment tidy
3	Demonstrate skills for reception duties within a salon	3.1	Meet and greet clients on arrival at salon
		3.2	Deal with incoming telephone calls
		3.3	Make appointments for clients
		3.4	Deal with clients on departure from salon

Indicative content
<p>Role and activities Activities: hairdressing, beauty treatments (facial, massage, nail etc); reception duties; Roles: hairdresser, apprentice/trainee, beauty consultant, receptionist.</p> <p>Hygiene and safety Importance for safety of clients and staff, legal requirement, business reputation; hazards to include tripping and slipping, hygiene for treatments, electrical equipment hazards, burns and scalds etc; sweeping and tidying duties.</p> <p>Reception duties Personal appearance; communication skills; being polite; greeting on arrival; telephone skills; making and recording appointments in appointments book; saying goodbye; taking, storing and returning coats and other client personal belongings; offering and serving drinks.</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)
Group A					
Community Action		E3/2			
Dealing with Problems in Daily Life		E3/2			
Developing self		E3/2			
Equality and Diversity		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			
Group B					
Introduction to Business and Business Administration		E3/2			
Introduction to Care Work		E3/2			
Introduction to Catering		E3/2			
Introduction to Construction Work		E3/2			

Unit Title	Tick if unit claimed	Level/Credit Value	Date completed	Assessor Signature	Internal Moderator Signature (if sampled)
Group B Continued					
Introduction to Contact Centre Operations		E3/2			
Introduction to Customer Service		E3/3			
Introduction to Retail		E3/2			
Introduction to Salon Work		E3/2			
Units claimed from other Levels (please complete unit title, level and credit value as appropriate)					

Total credit value of claim _____

For the Award this should be more than 4 credits and up to a maximum of 12.

For the Certificate this should be 13 credits or more.

Learner signature _____

Assessor signature _____

Appendix 2

Rules of Combination Table

This table shows how units from this qualification can be combined with units from other levels.

Ascentis Entry 3 Award in Personal Development and Certificate in Personal and Professional Development		
Minimum Credit Value of qualification – 4 Credits (Award) 13 Credits (Certificate)		
Award in Personal Development		
To achieve the full award learners must achieve a minimum of 4 credits from the Group A optional units. Learner may achieve up to a maximum of 12 credits from Group A only in completing the award.		
Certificate in Personal and Professional Development		
To achieve the full certificate learners must achieve a minimum of 13 credits overall. Of these credits a minimum of 4 must be obtained from Group A and at least 2 credits from Group B. The remaining credits may be obtained from either group.		
Unit Title	Level	Credit
Group A		
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
Group B		
Introduction to Business and Business Administration	E3	2
Introduction to Care Work	E3	2
Introduction to Catering	E3	2
Introduction to Construction Work	E3	2
Introduction to Contact Centre Operations	E3	2
Introduction to Customer Service	E3	3
Introduction to Retail	E3	2
Introduction to Salon Work	E3	2
Units from this qualification may also be combined with Entry 2 units from the Ascentis Entry 2 Award in Personal Development . All units from the Entry 2 qualification are Group A units. The specifications for the Entry 2 units can be found within the qualification specification for this award. Units from a lower or higher level must make up no more than 40% of the total credits claimed for the Entry 3 award. The units available are listed below on the next page.		
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 Team	E2	2
Working towards Goals	E2	2
Units from this qualification may also be combined with Level 1 units from the Ascentis Level 1 Certificate in Personal and Professional Development . These units are also grouped into Group A and Group B units and must be selected according to the same principles as the Entry 3 units in this respect. The specifications for these units can be found within the qualification specification for the Level 1 certificate. Units from a lower or higher level must make up no more than 40% of the total credits claimed for the award. The units available are listed below.		
Group A		
Career Development	L1	3
Community Action	L1	2
Dealing with Problems in Daily Life	L1	2
Developing Self	L1	2
Healthy Living	L1	2
Individual Rights and Responsibilities	L1	1
Managing own Money	L1	2
Managing Social Relationships	L1	2
Personal Advancement	L1	4
Preparation for Work	L1	2
Study Skills	L1	2
Working as part of a Group	L1	2
Working towards Goals	L1	2
Group B		
Introduction to Business and Business Administration	L1	2
Introduction to Care Work	L1	2
Introduction to Catering	L1	2
Introduction to Construction Work	L1	2
Introduction to Contact Centre Operations	L1	2
Introduction to Customer Service	L1	3
Introduction to Retail	L1	2
Introduction to Salon Work	L1	2
Introduction to Self-Employment	L2	2
Barred combinations: The Entry 3 versions of the units cannot be combined with the Entry 2 and Level 1 versions of the same units.		

The specifications for the qualifications referenced above are available to download from www.Ascentis.co.uk .

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

Entry 2 Award in Personal Development:	500/4138/1
Level 1 Award in Personal Development:	500/4141/1
Level 1 Certificate in Personal and Professional Development:	500/4142/3

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 3

English	
Functional Skills Standards	Ascentis
Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges.	<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"> ▪ Holding a debate for the Individual Rights and Responsibilities unit ▪ Having a team discussion about a task in the Working as part of a Group unit ▪ Have a group discussion about volunteering and charity work in the Community Action unit ▪ Simulating a role-play interview as part of the introduction to employment units.
Independently read and understand straightforward texts for a purpose.	<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 banking leaflet in the Managing own Money unit ▪ A health and 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"> ▪ A flyer/poster for a cause for the Community Action unit ▪ An action plan for the Working towards Goals unit.

ICT	
Functional Skills Standards	Ascentis
Use ICT Systems	
Interact with and use an ICT system to meet needs.	<p>Learners should be encouraged to use ICT systems at every opportunity. Examples might include:</p> <ul style="list-style-type: none"> ▪ Requesting a piece of work in electronic format ▪ Printing documents ▪ Correspondence via email.
Store information.	<p>Learners should be encouraged to store any work they do using ICT systems effectively during the qualification</p>
Follow and understand the need for safety and security 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.	Learners could be asked to carry out a research project using a variety of sources of information. Some examples might be: <ul style="list-style-type: none"> ▪ Recipes in the Healthy Living unit ▪ Carrying out research in the Study Skills unit ▪ Finding out information on a sector of work for the introduction to employment units.
Find information from ICT-based sources.	Learners could be asked to carry out a research project using the internet. Examples may well include: <ul style="list-style-type: none"> ▪ Carrying out research in the Study Skills unit ▪ Finding out information on services available from banks in the Managing own Money unit ▪ Finding out what public services are available locally for the Individual Rights and Responsibilities unit.
Develop, present and communicate information	
Enter and develop information to meet needs, in the form of: text images numbers.	Tutors could design an activity that requires learners to develop these skills. For example: <ul style="list-style-type: none"> ▪ Designing a poster for the Community Action unit ▪ Drafting a document for the Introduction to Business and Business Administration unit ▪ Designing a menu for the Introduction to Catering unit.
Bring together information to achieve a purpose.	Learners should be encouraged to do this throughout the course. Examples might include: <ul style="list-style-type: none"> ▪ Designing a poster for the Healthy Living unit ▪ Producing a budget for the Managing own Money unit.
Present information and review its effectiveness.	Learners should be encouraged to review the effectiveness of their work in the examples provided above.
Select and use ICT to communicate.	Tutors should encourage the use of ICT based communication throughout the course. Examples could include: <ul style="list-style-type: none"> ▪ Highlighting the use of the internet/email for job applications in the introduction to employment units ▪ Sending an email as part of the Introduction to Business and Business Administration unit.

Mathematics	
Functional Skills Standards	Ascentis
Understand practical problems in familiar and accessible contexts and situations.	This type of problem could be introduced to the learner during the introduction to employment units. Examples might include: <ul style="list-style-type: none"> ▪ Problems of size and volume in the Introduction to Construction Work unit ▪ Planning problems in the Introduction to Catering and Introduction to Care units.
Use simple checking procedures.	On any occasion throughout the programme of study where the learner uses maths the use of simple checking procedures should be encouraged.