Personal Development and Employability Skills (PDE) Guidance for Centres

October 2020

Since issuing guidance on unit adaptations in September, we have received new feedback from our Regulators, and we have had individual centres contact us about specific adaptations they would like to implement. We are therefore issuing updated guidance to support all centres. The new information has been added in blue.

The 2020/21 academic year will be unsettling for learners returning to study and taking assessments after an extended period of disruption. Given the uncertainties around the containment of Covid-19, it is likely this disruption will continue, and a range of local measures may be imposed which will impact geographical areas and educational settings differently.

The range of learners impacted is also broad. Learners will be of all age ranges and abilities, but also include vulnerable learners and many with special education needs (SEND). For many of these learners, travel and social distancing measures may pose additional challenges, both in learning and assessment.

It is also possible that learners are taking the PDE qualification over a long duration, perhaps over more than one year. In this case, learning may already have been impacted by recent Covid-19 restrictions and may continue to be beyond 2020-21.

Learners may also have variable access and ability with any digital alternatives, so this needs to be considered carefully.

Last academic year Centre Assessment Grades (CAGs) were introduced and adopted by many awarding organisations to mitigate the short-notice cancellation of assessments for learners who were expecting to take these between 20 March and 31 July 2020. We do not anticipate the regulator permitting this arrangement for learners taking assessments in 2020-21. Instead awarding organisations will look at adaptations which can be made to assessment methods, such as increasingly flexibility and manageability and increasing the number of assessment opportunities available to centres.

The Qualification Regulators have introduced temporary frameworks within which awarding organisations can make such adaptations to assessment approaches to mitigate disruption and to deliver assessments in a way that is responsive to these circumstances. As the academic year progresses there might be more updates from The Regulators. If these updates impact on any adaptations we have suggested in this document, we will inform you accordingly.

Given the uncertain nature of COVID-19, the possibility of local lockdowns occurring and isolated cases within individual centres causing local disruptions, we expect centres to consider the most appropriate units from the outset of this year. As there are no mandatory units, centres should consider looking at alternative units if their normal programme of units could be disrupted and/or affected by social distancing and public health guidance. Customer Service, Work Experience or Undertaking an Enterprise Project are all units that may not be easily delivered at the current time.

Centres should consider using a range of assessment techniques to both deliver the programme and capture the learners' evidence. Assessors scribing for learners as a default solution is not appropriate, as this is both time consuming for the Assessor and disempowering for the learner. Due to potential conflict of interest we can also not accept Witness Statements completed by members of the learners' family however, photographs of the learners completing activities at home can be used to corroborate other evidence.

Centres could also consider using evidence of activities that have already been used for another unit, that could be presented as evidence for a new unit. For example, teamwork activities might have been completed during other units previously (such as in Community Project or Undertaking an Enterprise Project), and evidence of these could be presented now for the Teamwork Skills unit.

Centres could also take a 'whole centre approach' to the collection of evidence; are there examples of activities that another member of staff can witness for the learners and these can be used rather than everything being evidenced in PDE programme of study. For example, is group work being used elsewhere in another subject if so, it can be used for PDE too.

To support the manageability of centres completing the PDE qualifications, The Prince's Trust have outlined ways below that centres can adapt and combine the assessment requirements for different units to ensure that learners are able to complete the units and qualification they need and deserve. For each unit we have indicated which delivery method we think is most applicable:

→ Face to face learning– traditional delivery method, where groups of learners and teaching staff are in the same room and can interact directly with each other.
→ Remote learning– where learners and teaching staff are in separate locations. Virtual classrooms are an example, where the teaching is still being delivered using an online platform. To support this approach tracking sheets are editable so learner's electronic signatures can still be included.
→ Blended learning – a mixture of the methods outlined above.

The examples below are not exhaustive and there are many other ways that the units could be approached or adapted to suit your local circumstances. We have also introduced extra assessment windows. If your centre is in an area that has a local lockdown, or if you have to isolate or quarantine and the dates of the assessment windows do not work, please let us know and we can adjust them to meet your needs.

If you have any questions or wish to discuss your assessment plans please contact Prince's Trust Qualifications at [qualifications@princes-trust.org.uk.](mailto:qualifications@princes-trust.org.uk) Telephone/ video conservations can also be arranged.

Career Planning

The aim of this unit is to give the learner an understanding of the job search, application and interview process in order to equip them with the skills necessary to progress onto a sustainable job/training opportunity that is suited to their interests. It is an opportunity for learners to think about careers they may wish to pursue, and reflect upon the training, education and experience required in that profession.

With the high demand for jobs, learners need to be aware of where to search for suitable jobs and how to best present themselves both, using their CVs or applications, and in person when they get to the interview.

This unit is suitable for face to face, remote or blended delivery method.

Ways of delivering the Career Planning unit:

➔ As many businesses are now conducting interviews online, with CVs and applications generally uploaded or completed online as well, delivering this unit with a blended approach will support learners becoming familiar with this approach and ensure their online persona is professional.
➔ The mock interview can be completed (and recorded) using many of the virtual meeting platforms. This has the added benefit of the learner being able to watch themselves back and reflect upon their own performance for the review.
➔ The unit could be combined with Presentation Skills by asking the young people to research an organisation and then present this information back as part of their (mock) interview for a job at that organisation.

Suitable online resources to support the completion of the unit at different levels can be found [here](#).

Community Project

The aim of this unit is for the learner to plan, complete and review a project in the wider community. As part of the planning the learners should have some involvement in selecting the project undertaken. The community project can be completed by an individual but is more likely to be undertaken by a group of learners and as such they will look at how the skills within the group can be used to complete the project by dividing up the different roles and responsibilities.

This unit is most suitable for either face to face or blended delivery. There are opportunities for delivery via remote means however, these need to be carefully planned and recorded to ensure that all learners are able to evidence the assessment criteria sufficiently.

We understand there will be limitations to what centres can do. Under these circumstances we understand that projects may not be permissible within the wider community and centres will look for alternatives:

- ➔ Community Projects could involve producing videos or messaging around a theme that would benefit the community e.g. healthy living, dangers of drugs, violence within the community.
- ➔ Where assessment criteria are concerned with choices and planning opportunities, these limitations can be reflected in young people's evidence.
- ➔ The unit could be combined with the Teamwork Skills unit, to evidence one of the team activities that the learner undertakes.

Customer Service

The aim of this unit is to develop learners' understanding of the benefits of good customer service and how an organisation can provide effective levels of customer service through their procedures and good practice standards. Learners are required to each interact with customers and demonstrate good customer service standards in a real situation.

We have had a number of enquiries about completing the Customer Service unit whilst Covid restrictions are in place.

The aim of this unit is to develop learners' understanding of the benefits of good customer service and how an organisation can provide effective levels of customer service through their procedures and good practice standards. Learners are required to each interact with customers and demonstrate good customer service standards in a real situation. It is around the requirement of interacting with customers that we have received questions.

Based on the aim of the unit our recommendation would be to look at completing an alternative unit, from the Personal Development and Employability Skills qualification, if Covid restrictions make undertaking interactions with customers impossible. If our centres feel they cannot complete an alternative unit then they should contact a member of the Qualifications Team to discuss options.

Digital Skills

The aim of this unit is to ensure learners are confident in using their digital skills to find, present and share information, are aware of the wider uses digital skills have within a workplace and understand some of the implications to using technology as a form of communication, both positive and negative.

This unit is suitable for face to face, remote or blended delivery method. Over the recent months digital skills have become even more prevalent and necessary for day to day functioning. Delivering this unit with a blended approach will support learners becoming familiar with this way of working and ensure their online persona is professional and they are familiar with digital skills for employment as well as a communication tool for socialising.

Ways to deliver this unit:

- ➔ To support Learning Outcome 3, using digital tools to find and present information, the unit could be combined with Work Experience, Career

Planning and/or Presentation Skills to complete a holistic assessment activity.

Online resources can be found here.

Interpersonal and Self-Management Skills
The aim of this unit is for learners to develop an understanding of interpersonal and self-management skills and be able to recognise these skills in themselves and others. Learners will consider the body language used by themselves and others, time management skills and passive, assertive and aggressive behaviour and how to recognise and manage stress

These are important employability skills and learners who are able to acknowledge and demonstrate these skills are in a more favourable position when it comes to interviews and on the job performance.

This unit is suitable for face to face, remote or blended delivery method.

Ways of delivering the unit:

➜ Combining the unit with Career Planning and/or Presentation Skills could allow the mock interview to be one of the situations used to demonstrate appropriate body language being used.
➜ Learners' examples of communication can be captured via video messaging or telephone conversations and evidenced by a witness statement. Emails, letters or any form of publicity learners might create for other units e.g. posters for an Enterprise or Community Project they have completed can also be used.

Managing Money
The aim of this unit is to support learners to understand some of the basic principles around personal money management.

Personal debt is a growing concern and learners are taken through some of the basic principles that they need to know when working out their take home pay and budgeting principles for a household income so that they develop an understanding of the value of money.

This unit is suitable for face to face, remote or blended delivery method.

With financial difficulties and debt becoming one of the many side effects of the recent pandemic learners understanding the basic principles around money management is ever more pertinent.

We do not anticipate any adaptations being required for this unit to be completed. Online resources can be found here

Participating in Exercise
This unit enables learners to experience active participation in physical exercise. Learners will be able to develop their physical abilities as well as understand the benefits of participation in exercise and then look at ways to safely incorporate exercise into their lifestyles.

This unit is most suitable for either face to face, remote or blended delivery. The best way to capture the exercise that has been participated in, and verifying that it is being completed safely by doing warm-ups and cool downs, would be to speak with each learner individually about their experience and then write a brief statement explaining that in your professional opinion you are satisfied the learner has completed what they described to you and have met the criteria. If possible, and practical to include, this statement could also be supported by photographs.

Online resources can be found [here](#).

Personal Project
The aim of this unit is to enable a learner to select a project which is relevant to their personal interests and then carry out the project as an individual. Project management skills should be developed by the learner as they plan, carry out and review the project they have selected. Examples could include projects related to music, gardening, IT etc.

This unit is suitable for face to face, remote or blended delivery method.

This unit is an open topic unit that can be easily adapted for remote delivery, to suit learners researching a topic of their choice, researching it and present their finding back to an audience. This unit can be combined with Digital Skills to support the learner undertaking their research online and presenting back using digital software.

Learners who have found a new hobby to support them through the recent pandemic could use this unit to structure their activities around the hobby and maybe set themselves a goal to improve on that hobby, or inform other people about their interest.

We do not anticipate any adaptations being required for this unit to be completed. Online resources can be found [here](#).

Planning for Personal Development
The aim of this unit is for learners to develop an understanding of how to assess their strengths and weaknesses to set manageable, achievable goals for work and/or personal life. In this unit, the learner will consider their own strengths and weaknesses and how they might address areas of weakness. The learner will find out how to set both long-term and short-term goals, make and review their plans for achieving them.

This unit is suitable for face to face, remote or blended delivery method.

We recommend that those involved with development planning with learners consider a range of goals some of which could be worked upon digitally if required. Digital skills, or maintaining motivation while working online, may be areas which are included within a development plan.

We do not anticipate any adaptations being required for this unit to be completed.

Practising Leadership Skills

The aim of this unit is to provide an opportunity for learners to demonstrate and then review their leadership skills in an appropriate group situation. This unit is designed for learners who demonstrate leadership potential to individually develop their skills. Please note that as this unit requires the practical demonstration of good leadership skills it is only available at Level 4 and Level 5.

This unit is most suitable for either face to face or blended delivery.

Ways of delivering this unit:

➔ Combining the unit with either Community Project unit, Undertaking an Enterprise Project unit or Teamwork Skills. With a different learner being a leader on different days/or for different parts of the project. This should give them ample opportunity to practise their leadership style and provide meaningful feedback opportunities for all members of the group who are capable of leadership.

Preparing for a Healthy Lifestyle

The aim of this unit is to introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to plan activities which will improve their own lifestyle such as a balanced diet e.g. food groups, risks of over/under eating; sufficient sleep; taking regular exercise; alcohol and drug awareness.

A key part to this unit at Levels 4 and 5 is the cooking of a healthy meal. The act of cooking supports the other aspects of the unit and encourages learners to develop independent living skills. To be classed as cooking heat must be applied to food in some way; learners must therefore apply heat to at least one ingredient within the meal for it to be a suitable assessment activity.

This unit is suitable for either face to face, remote or blended delivery.

If cooking and/or meal preparation is being completed remotely, the best way to capture and verify that it has been undertaken hygienically, would be for the Assessor to speak with each learner individually about their experience and then write a brief statement explaining that in the Assessor's professional opinion they are satisfied the learner has completed what has been described to you and have met the criteria. If possible, and practical to include, this statement could also be supported by photographs of different staging in the cooking process.

Online resources can be found here.

Presentation skills

The aim of this unit is to support the learner to develop their understanding of the benefits and different purposes presentations have, as well as develop the skills needed to give a presentation. The unit requires the learner to prepare, deliver and review their own presentation.

This unit is suitable for face to face, remote or blended delivery method. Ways of delivering the Presentation Skills unit:
➔ The presentation could be completed virtually.

➔ Learners could complete a presentation as part of the mock interview for Career Planning or they could complete a presentation after their Work Experience placement or to share the research they have done for their Personal Project unit.

➔ Presentations could be part of the preparation when choosing what type of Enterprise or Community Project the group might undertake.

Online resources can be found [here](#).

Teamwork Skills

The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others towards achieving shared objectives.

The team activities should be collaborative and purposeful and give each learner the opportunity to meet all the criteria. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

This unit is most suitable for either face to face or blended delivery. There are opportunities for delivery via remote means, however these need to be carefully planned and recorded to ensure that all learners are able to evidence the assessment criteria sufficiently.

➔ Consider combining evidence of achieving Teamwork Skills with other units such as Community Project, Undertaking an Enterprise Project, Practising Leadership Skills or Participating in Exercise.

➔ Teamwork can be undertaken online for example online games or "locked room" mysteries.

➔ Putting together newspaper / magazine that might be of interest to particular groups

➔ Putting together an advertising campaign for product or service - the young people could devise a product / service as part of the activity

➔ Indoor gardening – using recycled materials to make plant pots, with different members of the team responsible for looking after different aspects, or different plants.

➔ Football golf - planning a course and obstacles together as a team which could be run indoors or outdoors then completing the course with a golf ball

➔ Playing games such as Pictionary, Charades, Scattergories in teams or doing a Scavenger Hunt in teams.

➔ Organising a mini Olympics either for themselves, or another group.

➔ Playing individual parts for a bigger project – for example on a community garden, each learner has their own small section to develop and as a whole the group has developed a larger area.

Undertaking an Enterprise Project

The aim of this unit is to help the learner develop their enterprise skills by planning, costing, producing, promoting and selling a product or service. An enterprise activity might include a group activity (e.g. baking cakes, washing cars) or an individual activity (e.g. making cards) which often raises money. Budgeting and cash flow are aspects of the enterprise project that are required at the higher level of the unit.

This unit is most suitable for either face to face or blended delivery.

Some examples of Enterprise Projects that could take place are

➔ Learners provide a service to people during this period e.g. ordinarily they would bake and sell cakes but they are changing the business to bake and give cakes to vulnerable people to cheer them up;
➔ Learners could sell homemade masks;
➔ Some schools are having virtual Christmas fairs to raise money;
➔ Learners could use a 'go fund me' page to highlight their project and raise money that way.

Work Experience
The aim of the unit is for the learner to develop their skills in, and understanding of, the workplace by preparing for, attending and reviewing a work experience placement. It is also an opportunity for learners to obtain a work reference which they may find useful in the future. Increasingly there is more and more research demonstrating how important work experience is in helping learners move into paid employment.

While completing this unit learners think about what they will gain by undertaking a work experience placement, how they can best prepare for that experience, and what they gained by completing it.

This unit is most suitable for either face to face or blended delivery. Remote delivery is not advisable at present, unless the learner is able to secure some work experience in an industry that is operating in this way.

This unit requires the learner to undertake a work experience placement. We understand that this unit is causing some concern and the range of opportunities may be limited.

There is no minimum duration for work experience placements. Where assessment criteria are concerned with choices and planning opportunities, these limitations can be reflected in learner's evidence. There is also not a requirement for the work experience to be completed in a single block, therefore centres could look at shorter individual sessions but have a series of these sessions over an extended period of time.

We recognise that this might not be possible in many centres that operate bubbles but, where permissible, learners could undertake a period of work experience within their centre setting. Where possible, this would ideally be within other departments within the college or provider.

Some centres have had success working with community groups such as Food Banks in offering short work experiences. There may also be opportunities for work experience placements outdoors as these can more easily allow for social distancing.

The Regulators are looking at the feasibility of work experience as it is the type of activity that is commonly found within employability type qualifications. We are hoping that they will issue some advice on this soon which we can share with you.

Even with these adaptations, we do recognise that there are difficulties and have proposed some alternative ways the criteria can be achieved if work experience is not viable from the programme's outset, or part way through a programme.

	Level 3	Level 4	Level 5	Alternative activities
Understand the value of work experience	1.1 Identify the benefits of attending a placement	1.1 Outline the benefits of attending a placement	1.1 Describe the benefits of attending a placement	These criteria can be completed as normal
			1.2 Compare advantages and disadvantages of different work experience options	These criteria can be completed as normal
Be able to plan for a safe work experience	2.1 State where you will be going on work experience	2.1 State where you will be going on work experience	2.1 Apply for work experience	These criteria can be completed as normal. At L3 and L4 Learners state where they would have liked to go on work experience. For L5 learners apply for a work experience at an organisation they would like to go.
	2.2 Identify skills you hope to gain on your work experience	2.2 State skills you hope to gain on your work experience	2.2 Describe skills that you hope to gain on your work experience	These criteria can be completed as normal. Learners identify/state/ describe the skills they

				would have hoped to gain.
	2.3 Plan how to get to your work experience	2.3 Plan own journey to ensure you arrive on time at your work experience	2.3 Plan own journey to ensure you arrive on time at your work experience	These criteria can be completed as normal. If the work experience does not happen, planning the journey and costs etc is still a valuable skill.
	2.4 Identify who to report to when on work experience	2.4 Identify who to report to when on work experience	2.4 Identify who to report to when on work experience	Learners are not required to meet this criterion if a work experience placement has not been possible
Be able to complete a safe work experience placement	3.1 Identify where health and safety information can be found at your work experience	3.1 Identify where health and safety information can be found at your work experience	3.1 Identify where health and safety information can be found at your work experience	Learners are not required to meet this criterion if a work experience placement has not been possible
	3.2 Arrive at work on time	3.2 Arrive at work on time	3.2 Arrive at work on time	These criteria can be completed for the programme of study that the learner is completing rather than work placement specifically. Combining it with the Planning for Personal Development unit, one of

			the areas for development could be about time-keeping.
	3.3 Give examples of what you did during your work experience	3.3 Outline the tasks you were involved in during your work experience	3.3 Describe the tasks you were responsible for during your work experience placement	Learners undertake research about the role and organisation they have identified. Using this research, they could complete a 'Week in the life of…' which covers the typical tasks they would expect to complete if they were in that role.
		3.4 Give examples of tasks that you were unable to undertake	3.4 Explain which tasks you were unable to undertake	These criteria can be completed based on knowledge/research that learners have undertaken.
	3.4 Follow instructions to complete tasks safely in the workplace	3.5 Follow instructions to complete tasks safely in the workplace	3.5 Follow instructions to complete tasks safely in the workplace	These criteria can be completed for the programme of study that the learner is completing rather than work placement specifically. Combining it with the Planning for Personal Development unit, the
	3.5 Communicate appropriately with	3.6 Communicate appropriately with	3.6 Communicate appropriately with	

	others in the workplace	others in the workplace	others in the workplace	areas for development could be Follow Instructions and Communication.
Be able to review your work experience placement	4.1 Identify what you enjoyed about your work experience	4.1 Give examples of what you enjoyed about your work experience	4.1 Describe what you enjoyed about your work experience	Learners should be encouraged to consider any previous experiences of work, including informal settings, e.g babysitting, Saturday job, gardening, paper round etc.
	4.2 Give an example of something that could have improved your work experience	4.2 Identify ways the work experience could have been improved	4.2 Explain ways the work experience could have been improved	
		4.3 Identify skills you developed during the work experience	4.3 Describe skills you developed during the work experience	
			4.4 Explain how this experience will help you in the future	