



# Personal Development and Employability Skills 2021 Specification

**August 2021**

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Principal office: The Prince's Trust South London Centre, 8 Glade Path, Southwark, London, SE1 8EG. Registered charity number in England and Wales (1079675) and Scotland (SC041198).

## Purpose of this document

The Qualification Specification is designed to give centres information so that they can offer the Personal Development and Employability Skills qualifications to their learners. It contains the information to ensure learners complete the correct number of units and in the correct combination to meet the qualification structures and the rules of combination required.

This document must be read in conjunction with the following documents to ensure centres and learners have all the information about how to achieve these qualifications.

### Centre Handbook

This handbook explains the administration processes that support qualification delivery, for example how to become an Approved Centre, what access arrangements Prince's Trust Qualifications (PTQ) has for learners with special requirements, what level of service you can expect from ourselves and what systems and sanctions PTQ uses should malpractice or maladministration be suspected.

This handbook also outlines the roles and responsibilities expected of an Assessor and Internal Quality Assurer within a centre and provides competency profiles for each role.

### Qualification Support Pack 01 – Building a Portfolio

This handbook is a good practice guide to building a portfolio and is intended to support centres when designing assessment activities and supporting portfolio evidence formats. It gives examples of common issues and practical steps to overcome them.

The examples used are not all specific to the Personal Development and Employability Skills qualification, but the principles explained still apply.

### Qualification Support Pack 02 – Internal Quality Assurance

This handbook describes the different internal quality assurance activities that may be undertaken within centres and gives good practice examples which centres can use to support their own practice.

### Qualification Support Pack 03 – Making Claims and Results

This handbook explains the administration processes when making a claim for units or qualifications, issuing of certificates, the resubmission process as well as the Appeals Procedure. PTQ's assessment strategy can also be found in this handbook as well as information outlining the retention of evidence requirements.

All these handbooks can be found on our Qualifications webpage ([www.princes-trust.org.uk/qualifications](http://www.princes-trust.org.uk/qualifications)) by clicking on the country where the qualification will be delivered and then following the link to '[Guidance for Centres](#)' or by following the hyperlink above.

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## About The Trust

The Prince's Trust was founded by HRH The Prince of Wales in 1976 and has helped more than one million young people to date, giving them the skills and confidence to change their lives.

In 2010, The Prince's Trust became an Awarding Organisation recognised by the qualification regulator in England to develop, offer and award qualifications. Since then, recognition has been gained by the regulators in Wales, Northern Ireland and Scotland. As well as offering qualifications to support young people we also work with organisations and training providers to develop qualifications for professionals.

### Prince's Trust Qualifications seek to:

- Ensure learners have every opportunity to gain formal recognition of their skills and achievements
- Develop qualifications that offer flexibility, choice and pathways to progression
- Provide excellent support and service to our partners to ensure they are best placed to support their learners

### Quality of Service:

Prince's Trust Qualifications believes that everyone should have the chance to succeed. We want you to have a positive experience when you work with us, so we are committed to ensuring that:

- You will be treated equally and with respect
- Your information will only be used in a way we've agreed with you, unless you tell us something that places you or others at risk of harm
- You can expect to be treated by staff in a professional manner
- You can also expect our staff to be approachable, inspiring, empowering, passionate and non-judgemental

### Regulatory requirements

Prince's Trust Qualifications is regulated by all UK qualification regulators and as such our regulatory responsibilities are:

- Maintaining the integrity of nationally recognised qualifications
- Issuing formal qualifications
- Ensuring qualifications are accessible to all and free from barriers and discrimination
- Continuous self-assessment to ensure components and qualifications are robust and fit for purpose
- Meeting regulatory criteria and principles

### Contact details:

[qualifications@princes-trust.org.uk](mailto:qualifications@princes-trust.org.uk)

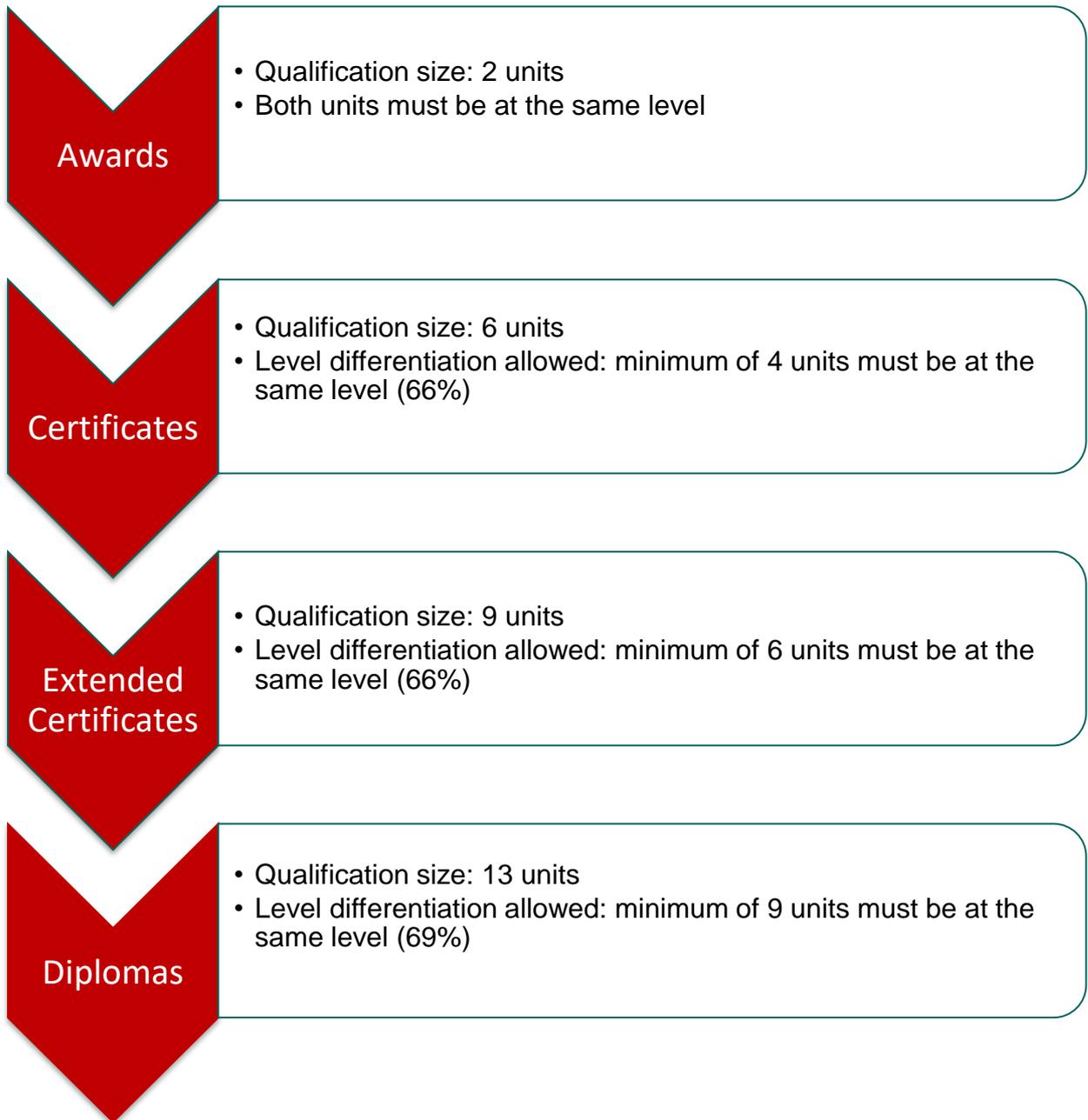
## Qualifications' Aim

The Prince's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment and are available for use with pre and post 16-year-old learners.

They give learners the opportunity to:

- ➔ Develop their own personal growth and engagement in, and through, learning
- ➔ Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- ➔ Prepare themselves for progression into further education programmes, apprenticeships or other work-based learning
- ➔ Develop their English and mathematics skills within a practical, relevant context

## Qualification Overviews



In recognition of the fact that some learners can achieve different levels for different units, PTQ operate on the basis that learners can achieve units within the same qualification at one level above or one level below the level of the overall qualification claimed.

## Qualification Summaries – Awards

Prince's Trust Entry 3 Award in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	603/7667/3
QW Approval/Designation No.	C00/4444/5
Date for registrations	August 2021
Age range	Pre 16, 16-18, 19+
Units required	2 at Entry 3
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	54
Total Qualification Time (TQT)	60
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Level 1 Award in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	603/7669/7
QW Approval/Designation No.	C00/4444/6
Date for registrations	August 2021
Age range	Pre 16, 16-18, 19+
Units required	2 at Level 1
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	54
Total Qualification Time (TQT)	60
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Level 2 Award in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	603/7673/9
QW Approval/Designation No.	C00/4444/7
Date for registrations	August 2021
Age range	Pre 16, 16-18, 19+
Units required	2 at Level 2
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	54
Total Qualification Time (TQT)	60
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

## Qualification Summaries - Certificates

Prince's Trust Entry 3 Certificate in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	603/7668/5
QW Approval/Designation No.	C00/4444/8
Date for registrations	August 2021
Age range	Pre 16, 16-18, 19+
Units required	6
Level differentiation allowed	Minimum of 4 units must be at Entry 3, up to a maximum of 2 units can be achieved at Level 1, 0 at Level 2
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	162
Total Qualification Time (TQT)	180
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Level 1 Certificate in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	603/7670/3
QW Approval/Designation No.	C00/4444/9
Date for registrations	August 2021
Age range	Pre 16, 16-18, 19+
Units required	6
Level differentiation allowed	Minimum of 4 units must be at Level 1, up to a maximum of 2 units can be achieved at either Entry 3 or Level 2
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	162
Total Qualification Time (TQT)	180
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Level 2 Certificate in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	603/7675/2
QW Approval/Designation No.	C00/4445/0
Date for registrations	August 2021
Age range	Pre 16, 16-18, 19+
Units required	6
Level differentiation allowed	Minimum of 4 units must be at Level 2, up to a maximum of 2 units can be achieved at Level 1, 0 at Entry 3
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	162
Total Qualification Time (TQT)	180
Grading information	Pass grade

Entry requirements	Learners do not need any other qualifications as pre-requisites to entry
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## Qualification Summaries – Extended Certificates

Prince's Trust Level 1 Extended Certificate in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	603/7671/5
QW Approval/Designation No.	C00/4445/1
Date for registrations	August 2021
Age range	Pre 16, 16-18, 19+
Units required	9
Level differentiation allowed	Minimum of 6 units must be at Level 1, up to a maximum of 3 units can be achieved at either Entry 3 or Level 2
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	246
Total Qualification Time (TQT)	270
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Level 2 Extended Certificate in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	603/7676/4
QW Approval/Designation No.	C00/4445/2
Date for registrations	August 2021
Age range	Pre 16, 16-18, 19+
Units required	9
Level differentiation allowed	Minimum of 6 units must be at Level 2, up to a maximum of 3 units can be achieved at Level 1, 0 at Entry 3
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	246
Total Qualification Time (TQT)	270
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

There is not an Extended Certificate at Entry 3.

## Qualification Summaries – Diplomas

Prince's Trust Level 1 Diploma in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	603/7672/7
QW Approval/Designation No.	C00/4445/3
Date for registrations	August 2021
Age range	Pre 16, 16-18, 19+
Units required	13
Level differentiation allowed	Minimum of 9 units must be at Level 1, up to a maximum of 4 units can be achieved at either Entry 3 or Level 2
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	366
Total Qualification Time (TQT)	390
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Level 2 Diploma in Personal Development and Employability Skills	
Qualification framework	RQF
Qualification number (QN)	603/7677/6
QW Approval/Designation No.	C00/4445/4
Date for registrations	August 2021
Age range	Pre 16, 16-18, 19+
Units required	13
Level differentiation allowed	Minimum of 9 units must be at Level 2, up to a maximum of 4 units can be achieved at Level 1, 0 at Entry 3
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	366
Total Qualification Time (TQT)	390
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

There is not a Diploma at Entry 3.

## Qualification Structures

### Award Qualification Structure

The rules of combination detailed below need to be met before Prince's Trust Qualifications can award any of the Award sized qualifications.

Number of units to be achieved at level of qualification	2
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### Certificate Qualification Structure

The rules of combination detailed below need to be met before Prince's Trust Qualifications can award any of the Certificate sized qualifications.

Number of units to be achieved	6
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A minimum of 4 units must be at the level of the Qualification. Please see appendix 3 for rules of combination scenarios.

### Extended Certificate Qualification Structure

The rules of combination detailed below need to be met before Prince's Trust Qualifications can award any of the Extended Certificate sized qualifications.

Number of units to be achieved	9
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A minimum of 6 units must be at the level of the Qualification. Please see appendix 3 for rules of combination scenarios.

### Diploma Qualification Structure

The rules of combination detailed below need to be met before Prince's Trust Qualifications can award any of the Diploma sized qualifications.

Number of units to be achieved	13
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A minimum of 9 units must be at the level of the Qualification. Please see appendix 3 for rules of combination scenarios.

In recognition of the fact that some learners can achieve different levels for different units, PTQ operate on the basis that learners can achieve units within the same qualification at one level above or one level below the level of the overall qualification claimed. For further guidance please see Appendix 3.

## Units

The Personal Development and Employability Skills qualifications cover a range of skills. An overview of the units available and the corresponding levels is given below.

Unit title	Available at			GLH
	Entry 3	Level 1	Level 2	
Career Planning	●	●	●	30
Community Impact	●	●	●	30
Customer Experience	●	●	●	27
Digital Skills	●	●	●	27
Experiencing the World of Work	●	●	●	30
Managing Money	●	●	●	27
Personal Development	●	●	●	27
Preparing for the World of Work	●	●	●	27
Presentation Skills	●	●	●	30
Project based learning	●	●	●	30
Sustainability	●	●	●	30
Teamwork Skills	●	●	●	30
Undertaking an Enterprise Project	●	●	●	30
Wellbeing	●	●	●	27
Wellbeing – Healthy Eating	●	●	●	27
Wellbeing – Physical Activity	●	●	●	27

Appendix 2 provides the level descriptors for the three levels covered by the units and qualifications.

## Rules of Combination

When meeting rules of combination, learners do not have to achieve units in any particular order and Assessors should tailor learning programmes to meet individual learner needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of these qualifications and identify opportunities to link the units and levels.

### Barred Combinations

There are no barred unit combinations in this Qualification suite. Learners undertaking the same units at different levels will only have the higher-level unit awarded for a qualification.

### Progression

These qualifications provide a platform for learners to progress into further education programmes, apprenticeships, or other work-based learning, as they develop personal development and employability skills.

### Language

If you wish to offer these qualifications in Welsh, please contact The Prince's Trust Qualifications.

### Access Arrangements

More detailed information about the Special Consideration and Reasonable Adjustments policies for these qualifications is provided in the Centre Handbook.

## Assessment of Qualifications

### Grading

The Personal Development and Employability Skills qualifications are 100% centre assessed using portfolios of evidence and are graded as pass or fail. The portfolios are internally assessed by centres and externally moderated by The Prince's Trust.

The assessment process is as follows:

- Activities are internally set by the centre to meet the requirements detailed in the unit assessment criteria
- The learners are assessed internally at the centre by an Assessor whilst they engage in activities
- The learner's evidence is collated into a portfolio, which is referenced using a unit Tracking Sheet
- The centre undertakes internal quality assurance activities which includes sampling portfolios assessed by each Assessor.
- A further sample of portfolios is then externally moderated by Prince's Trust Qualifications

With these qualifications the best practice approach is to assess by 'continuous assessment'. This means that the learner is assessed throughout their programme of study, allowing for alternative activities to be set and further evidence produced while there are still opportunities during the programme. Continuous assessment keeps learners motivated and engaged as it provides the learner with opportunities to discuss progress, check they are working at the correct level for their ability and producing sufficient evidence. This open dialogue with the learner should be recorded on their portfolio, directly on their work and on the Tracking Sheet in the form of assessor feedback. The writing of comments on learners' work, and Tracking Sheets, provides a means of communication between staff during the internal quality assurance and with the External Moderator if the work forms part of the moderation sample.

More detailed information about the assessment strategies for these qualifications is provided in the Centre Handbook and Making Claims and Results Handbook (QSP 03), both are available on our website [Guidance for centres](#)

### Evidence

To achieve the units and qualifications learners need to gather evidence from activities which demonstrate they have met each of the assessment criteria. Some evidence of a learner's performance will also be derived from observation records and testimonies from witnesses, who observe the learner carrying out activities. Evidence can be in a variety of forms and can be varied according to learners' interests and needs.

Through completion of activities on the learning programme, the learners should generate evidence to demonstrate they have completed all of the assessment criteria sufficiently.

More detailed information is provided in the Building a Portfolio handbook (QSP 01) which is available on our website [Guidance for centres](#)

### Recording Achievement

When learners have gathered their evidence, Tracking Sheets are used to record which piece(s) of evidence meets each assessment criteria. Learners are likely to collect far more evidence than they need, and it is therefore important that the Tracking Sheets are only used to record the specific evidence needed to meet the criteria and not every piece of work produced.

The Tracking Sheets must be signed and dated by the learner and the Assessor. By signing the Tracking Sheets the learner and Assessor are declaring that the portfolio submitted is the learner's own work. The qualification will not be awarded without a signed declaration (wet and electronic signatures are acceptable).

The Trust does not require every piece of evidence to be signed and dated.

Tracking Sheets for this qualification can be downloaded from our [website](#).

### Making claims

Centres should only claim qualifications for learners when they are satisfied that their portfolio meets all the assessment criteria, and the work has under-gone internal quality assurance. Making claims is the official stage of notifying Prince's Trust Qualifications that the learners are being submitted for external moderation.

There will be regular opportunities to claim qualifications throughout the year. Please check the qualification web page for the latest dates: [Prince's Trust Qualifications](#)

## Staff requirements

To adhere to The Prince's Trust quality assurance arrangements for these qualifications, the centre must ensure that the following roles and responsibilities have been undertaken:

- Assessors
- Internal Quality Assurer (IQA)

The same person must never complete the internal quality assurance processes on portfolios they have assessed. More detailed information for the Assessor and Internal Quality Assurers roles, with competency profiles, is provided in the Centre Handbook available on our website [Guidance for centres](#)

## Support for centres

### Training

Prince's Trust Qualifications offers training to support centres deliver and administer these qualifications.

### Website

Our website is regularly updated to ensure the latest information about the qualification is available to centre staff, as too are best practice guidance notes and policies. The website can be accessed via the following link: [Prince's Trust Qualifications](#)

## Appendix list

Appendix 1 - Unit summaries

Appendix 2 - Level descriptors

Appendix 3 - Rules of Combination illustrative examples

Appendix 4 - Qualification price list

## Appendix 1

The units listed below are available for use from 1<sup>st</sup> August 2021

### Career Planning

With the high demand for jobs, learners need to be aware of where to search for suitable jobs and how to best present themselves through their CVs, applications, or at an interview. The aim of this unit is to give learners a better understanding of the jobs market and equip them with skills and knowledge to embrace social media to support their searches, job applications and interviews. It is an opportunity for learners to think about careers they may wish to pursue, and reflect upon the training, education and experience required to enter that profession.

Learning Outcome	Entry Level 3	Level 1	Level 2
1. <b>Be able to recognise suitable jobs or training opportunities</b>	1.1 Give an example of a career option relevant to own skills and interests	1.1 Give examples of sources of information about career options	1.1 Give examples of sources of information about career options
	1.2 State the skills and qualities required for chosen career option	1.2 Give examples of career options relevant to own skills and interests	1.2 Give examples of career options relevant to own skills and interests
	1.3 State an advantage and a disadvantage of the chosen career option	1.3 List advantages and disadvantages of the identified career options	1.3 Describe advantages and disadvantages of the identified career options
	1.4 Identify job vacancies or training opportunities relevant to chosen career option	1.4 Give examples of the skills and qualities required for the identified career options	1.4 Describe the skills and qualities required for the identified career options
		1.5 Identify job vacancies or training opportunities relevant to a chosen career option	1.5 Outline the possible steps needed to reach one of your career options
			1.6 Identify job vacancies or training opportunities relevant to chosen career option
2. <b>Understand how to apply for jobs or training opportunities</b>	2.1 State different methods of applying for jobs	2.1 State different methods of applying for jobs	2.1 State different methods of applying for jobs
		2.2 Produce a CV which highlights own skills, experience and achievements	2.2 Produce a CV which highlights own skills, experience and achievements

	2.2 Complete an application to an appropriate standard for submission	2.3 Complete an application to an appropriate standard for submission	2.3 Produce a covering letter for a specific job role
			2.4 Complete an application to an appropriate standard for submission
<b>3. Be able to take part in an interview</b>	3.1 State what to consider when preparing for an interview	3.1 Describe what to consider when preparing for an interview	3.1 Describe what to consider when preparing for an interview
	3.2 Identify ways to create a good impression at an interview	3.2 Give examples of ways to create a good impression at an interview	3.2 Explain how to create a good impression at an interview
	3.3 Prepare potential responses to given interview questions	3.3 Prepare responses to given potential interview questions	3.3 Prepare responses to potential interview questions
			3.4 Give examples of questions you might pose at interview
	3.4 Obtain feedback on own performance in a real or simulated interview	3.4 Obtain feedback on own performance in a real or simulated interview	3.5 Obtain feedback on own performance in a real or simulated interview
		3.5 Review own performance at interview to identify personal strengths and areas for improvement	3.6 Review own performance at interview to identify personal strengths and areas for improvement

### Community Impact

The aim of this unit is to enable learners to consider the needs of their community and consider how the community can be supported. Learners will plan and carry out a project to support a chosen community through direct or indirect support.

<b>Learning Outcome</b>	<b>Entry Level 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>1. Understand the needs of their wider community and how they can be met</b>	1.1 Identify a group within the community who need support	1.1 Identify groups within the community who need support	1.1 Describe groups within the community who need support
	1.2 Give an example of a project that could	1.2 Give examples of projects that could help the wider community	1.2 Describe projects that could support the needs of different

	help the wider community		groups within the community
<b>2. Be able to plan and take part in a community project</b>	2.1 Select a community project to undertake	2.1 Outline the aims of a chosen community project	2.1 Explain the benefits of a chosen community project
	2.2 Identify the tasks and resources needed to carry out the project	2.2 List the tasks and resources needed to carry out the project	2.2 Create a plan for the community project including tasks and resources required
	2.3 Take part in the community project	2.3 Take part in the community project	2.3 Take part in the community project
<b>3. Be able to review the community project</b>	3.1 Identify what went well with the community project	3.1 Identify what went well with the community project	3.1 Describe what went well with the community project
	3.2 Identify an improvement that could have been made to the community project	3.2 Identify improvements that could have been made to the community project	3.2 Describe improvements that could have been made to the community project
		3.3 State how the community has benefitted from your project	3.3 State how the community has benefitted from your project
			3.4 Describe own skills developed during the community project

### Customer Experience

The aim of this unit is to develop learners' understanding of what good customer experience means, how it can be given and why it is important.

<b>Learning Outcome</b>	<b>Entry Level 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>1. Understand features of good customer experience</b>	1.1 State what is meant by customer experience	1.1 State what is meant by customer experience	1.1 State what is meant by customer experience
	1.2 Identify a benefit of delivering consistently high-quality customer experience	1.2 Give examples of the benefits of delivering consistently high-quality customer experience	1.2 Give examples of the benefits of delivering consistently high-quality customer experience
			1.3 Give examples of barriers to providing effective customer experience
<b>2. Understand customer needs and</b>	2.1 Give an example of an organisation and	2.1 Give an example of an organisation and	2.1 Compare the services/ products offered by at least

<b>how different organisations try to meet them</b>	the service/products they offer	the services/ products they offer	two different organisations
	2.2 Give examples of how an organisation delivers a good customer experience	2.2 Describe how an organisation delivers a good customer experience	2.2 Describe how <i>at least two</i> organisations deliver a good customer experience
	2.3 Identify ways an individual member of staff can deliver a good customer experience	2.3 Give examples of how an individual member of staff can deliver a good customer experience	2.3 Explain how an individual member of staff can deliver a good customer experience
	2.4 Identify ways of gathering customer feedback	2.3 Give examples of ways organisations can gather customer feedback	2.4 Describe how organisations can gather customer feedback
<b>3. Be able to review examples of customer service</b>	3.1 Give an example of a time you have received good customer service	3.1 Give examples of a time you have received good customer service	3.1 Give examples of when you have received good customer service
	3.2 Give an example of a common customer complaints	3.2 Give examples of common customer complaints	3.2 Give examples of common customer complaints
	3.3 Identify how to respond to a customer complaint	3.3 Describe how you could respond to a customer complaint	3.3 Explain how you could respond to two different types of customer complaint

### Digital Skills

This unit aims to support learners' use of digital technology to enhance their communication, problem solving and employability skills, as well as their use of social media in a safe and informed way.

Learning Outcome	Entry Level 3	Level 1	Level 2
<b>1. Understand e-safety</b>	1.1 State what is meant by "e-safety"	1.1 State what is meant by "e-safety"	1.1 State what is meant by "e-safety"
	1.2 Identify types of online threats	1.2 Identify how to protect against online threats	1.2 Explain how you can protect against online threats
	1.3 Give examples of features that make a password secure	1.3 Give examples of features that make a password secure	1.3 Explain features that make a password secure
<b>2. Understand appropriate</b>	2.1 Identify examples of positive and	2.1 Give examples of positive and negative online behaviours	2.1 Give examples of positive and negative online behaviours

<b>online behaviour</b>	negative online behaviours		
	2.2 List the impacts of inappropriate online behaviour	2.2 Outline the importance of maintaining appropriate online behaviour	2.2 Explain the importance of maintaining appropriate online behaviour
<b>3. Understand uses of digital tools</b>	3.1 Give examples of digital tools	3.1 Give examples of tasks which require digital tools	3.1 Give examples of tasks which require digital tools
	3.2 Give examples of tasks which require digital tools	3.2 List the advantages and disadvantages of different digital tools	3.2 Explain the advantages and disadvantages of different digital tools
<b>4. Be able to review own digital skills and identify areas for development</b>			4.1 Explain why it is important to keep digital skills and knowledge up to date
	4.1 Give an example of own digital skill that needs to be developed	4.1 Give examples of own digital skills that need to be developed	4.2 Give examples of own digital skills that need to be developed
	4.2 Identify a way to develop this digital skill	4.2 Identify ways to develop these digital skills	4.3 Plan activities to develop these digital skills

### Experiencing the World of Work

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 will consider 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.

<b>Learning Outcome</b>	<b>Entry Level 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>1. Be able to plan for work experience</b>	1.1 State where you will be going on work experience	1.1 State where you will be going on work experience	1.1 Describe where you will be going on work experience
	1.2 Identify skills you hope to gain on your work experience	1.2 State skills you hope to gain on your work experience	1.2 Describe skills you hope to gain on your work experience
		1.3 Plan own journey to ensure you arrive on	1.3 Plan own journey to ensure you arrive

		time at your work experience	on time at your work experience
			1.4 Outline the dress code required for your work experience
<b>2. Be able to complete a successful work experience placement</b>	2.1 Complete a daily log about your work experience, covering tasks undertaken	2.1 Complete a daily log about your work experience, covering tasks undertaken	2.1 Complete a daily log about your work experience, covering tasks undertaken
	2.2 Obtain feedback on your placement e.g. reliability, attitude to work, and communication skills	2.2 Give examples of how you worked co-operatively with others	2.2 Give examples of how you worked co-operatively with others
		2.3 Give examples of how you adhered to health and safety in the workplace	2.3 Give examples of how you adhered to health and safety in the workplace
		2.4 Obtain feedback on your placement e.g. reliability, attitude to work, and communication skills	2.4 Obtain feedback on your placement e.g. reliability, attitude to work, and communication skills
<b>3. Be able to review your work experience placement</b>	3.1 Identify something you enjoyed about your work experience	3.1 Give examples of what you enjoyed about your work experience	3.1 Describe what you enjoyed about your work experience
	3.2 Identify something you found difficult/challenging during your work experience	3.2 Give examples of aspects of your work experience that you found difficult/challenging	3.2 Give examples of aspects of your work experience that you found difficult/challenging
	3.3 State how this work experience will help you in the future	3.3 State skills developed on your work experience	3.3 Explain ways the work experience could have been improved
		3.4 State how this work experience will help you in the future	3.4 Describe skills developed on your work experience
			3.5 Describe how this work experience will help you in the future

## Managing Money

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

Throughout this unit, learners will be given the opportunity to gain knowledge on how to budget and how to plan their own personal spending, whilst looking at wage slips and bank statements.

Learning Outcome	Entry Level 3	Level 1	Level 2
<b>1. Know about saving and borrowing options</b>	1.1 Give examples of financial services provided by banks or building societies	1.1 Give examples of financial services provided by banks or building societies	1.1 Give examples of financial services provided by different banks or building societies
	1.2 Identify an advantage of saving money	1.2 Give examples of advantages of saving money	1.2 Give examples of advantages of saving money
	1.3 Identify an advantage of borrowing money	1.3 Give examples of advantages of borrowing money	1.3 Give examples of advantages of borrowing money
	1.4 Identify a disadvantage of borrowing money	1.4 Give examples of disadvantages of borrowing money	1.4 Give examples of disadvantages of borrowing money
<b>2. Understand money matters in the world of work</b>	2.1 Identify different ways to be paid for work	2.1 Give examples of different ways to be paid for work	2.1 Give examples of different ways to be paid for work
			2.2 Explain the difference between the national minimum wage and national living wage
	2.2 Identify different types of deductions from earnings	2.2 State different types of deductions from earnings	2.3 Explain the reasons for different types of deductions from earnings
<b>3. Understand the importance of own money management</b>	3.1 Identify items that make up a household budget	3.1 Give examples of items that make up a household budget	3.1 Complete a monthly household budget showing

			income and expenditure
	3.2 State a personal want and a personal need	3.2 Give examples, with costs, of personal needs and wants	3.2 Give examples, with costs, of personal needs and wants
		3.3 Outline the importance of personal budgeting	3.3 Give examples of how someone's financial situation may impact on their wellbeing
	3.3 Give an advantage of a payment method	3.4 Give an advantage of at least two different payment methods	3.4 Give advantages of at least two different payment methods
	3.4 Give a disadvantage of a payment method	3.5 Give a disadvantage of at least two different payment methods	3.5 Give disadvantages of at least two different payment methods
	3.5 Give an example of an organisation that provides help and advice on money management	3.6 Give examples of organisations that provide help and advice on money management	3.6 Give examples of organisations that provide help and advice on money management
	3.6 Identify ways to protect yourself from fraud	3.7 Identify ways to protect yourself from fraud	3.7 Describe ways to protect yourself from fraud

### Personal Development

The aim of this unit is for learners to assess their strengths and weaknesses, to set manageable, achievable goals for work and/or personal life. A key part in any action plan is the review so changes can be made along the way or adaptations used for future targets. This process is about increasing learners' resilience to change by encouraging them to focus on their future and demonstrate to themselves that they can achieve targets they set.

Learning Outcome	Entry Level 3	Level 1	Level 2
1. Be able to understand	1.1 Identify a personal strength	1.1 Give examples of your personal strengths	1.1 Describe your personal strengths

<b>own personal development needs</b>	1.2 Identify an area for own personal development	1.2 Give examples of areas for own personal development	1.2 Describe areas for own personal development
<b>2. Be able to plan own personal development</b>	2.1 Set a target for personal development	2.1 Set targets for personal development	2.1 Set targets for personal development
	2.2 State how you could meet this target	2.2 Produce a personal development plan with actions and dates for reviewing targets	2.2 Explain your choice of targets 2.3 Produce a personal development plan with actions and dates for reviewing targets
<b>3. Be able to review own personal development</b>	3.1 Identify what you have achieved whilst working on your target	3.1 Outline what you have achieved whilst working on your personal development plan	3.1 Outline what you have achieved whilst working on your personal development plan
		3.2 Obtain feedback from at least one other person on your progress	3.2 Obtain feedback from at least one other person on your progress
<b>4. Be able to plan for future personal development</b>	4.1 Give an example of a future target for personal development	4.1 Give examples of future targets for personal development	4.1 Give examples of future targets for personal development
			4.2 Explain how personal development can build resilience

### Preparing for the World of Work

This unit could be taken by learners doing the PDE qualification who want to prepare themselves for joining the workforce in the future.

The aim of the unit is for the learner to start to prepare for the world of work. It is an opportunity to explore different ways of working, legal considerations and rights in the workplace and what the learner might expect from the world of work. It is also an opportunity for the learner to consider suitable employment options for the future.

<b>Learning Outcome</b>	<b>Entry Level 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>1. Understand the value of work</b>	1.1 Identify advantages of being in work	1.1 Outline the advantages of being in work	1.1 Outline the advantages of being in work

			1.2 Outline the meaning of having a work-life balance
<b>2. Understand the world of work</b>	2.1 Identify different types of employment/work contracts	2.1 Give examples of different types of employment/work contracts	2.1 Describe different types of employment/work contracts
	2.2 Give examples of different ways to undertake job search activities	2.2 Give examples of different ways to undertake job search activities	2.2 Give examples of different ways to undertake job search activities
	2.3 Identify the information given on a payslip	2.3 Identify the information given on a payslip	2.3 Identify the information given on a payslip
		2.4 Outline rights of an employee	2.4 Outline rights of an employee
			2.5 Describe how employees might resolve disputes at work
<b>3. Understand the knowledge, skills and attributes that are valued in the workplace</b>	3.1 Identify interpersonal skills which are valued in the workplace	3.1 Give examples of interpersonal skills which are valued in the workplace	3.1 Give examples of interpersonal skills which are valued in the workplace
	3.2 Identify behaviours that are expected within the workplace	3.2 Outline behaviours that are expected within the workplace	3.2 Outline behaviours that are expected within the workplace
			3.3 Describe the skills required in two different workplaces
	3.3 Give an example of a career option relevant to own skills and interests	3.3 Give examples of career options relevant to own skills and interests	3.4 Give examples of career options relevant to own skills and interests

### 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.

Learning Outcome	Entry Level 3	Level 1	Level 2
<b>1. Understand the purpose of presentations</b>			1.1 Explain why presentations are used
	1.1 Give an example of when	1.1 Give examples of different situations	1.2 Give examples of different

	a presentation may be used	when presentations may be used	situations when presentations may be used
<b>2. Be able to prepare for a presentation</b>	2.1 Identify the features of effective presentations	2.1 List the features of effective presentations	2.1 Describe the features of an effective presentation you have reviewed/watched
	2.2 Give an example of something to avoid when creating a presentation	2.2 Give examples of things to avoid when creating presentations	2.2 Give examples of things to avoid when creating presentations
		2.3 Give examples of the benefits of practising before delivering a presentation	2.3 Give examples of the benefits of practising before delivering a presentation
<b>3. Be able to deliver a presentation</b>	3.1 Give a presentation	3.1 List materials needed to deliver your presentation	3.1 Explain the materials used to support your presentation
		3.2 Give a presentation using at least one presentation aid	3.2 Give a presentation using at least one presentation aid
<b>4. Be able to review own presentation skills</b>	4.1 Obtain feedback on your presentation	4.1 Obtain feedback on your presentation	4.1 Obtain feedback on your presentation
	4.2 Identify what went well in your presentation	4.2 Identify what aspects of your presentation went well	4.2 Describe what aspects of your presentation went well
	4.3 Identify what you would change next time	4.3 Identify what aspects of your presentation could have been improved	4.3 Describe what aspects of your presentation could have been improved
			4.4 Give examples of skills that you have developed

## Project-based Learning

The aim of this unit is to enable learners, working as groups or as individuals, to investigate and work upon a problem, challenge or area of interest. Learners will have the opportunity to use a variety of skills as part of their project-based learning and present their work to an audience.

Learning Outcome	Entry Level 3	Level 1	Level 2
<b>1. Be able to plan a project</b>	1.1 Outline the project	1.1 Outline the project	1.1 Outline the project and its aims
		1.2 State why the project was chosen	1.2 Explain why the project was chosen
	1.2 Create a plan for the project	1.3 Create a plan for the project	1.3 Create a plan for the project
	1.3 List resources needed to complete the project	1.4 List resources needed to complete the project	1.4 List resources needed to complete the project
<b>2. Be able to deliver a project</b>		2.1 List sources of information to support the project	2.1 List sources of information to support the project
	2.1 Deliver the project to agreed objectives	2.2 Deliver the project to agreed objectives	2.2 Deliver the project to agreed objectives
	2.2 Present the outcome of the project	2.3 Present the outcome of the project to an audience	2.3 Present the outcome of the project to an audience
<b>3. Be able to review the project</b>	3.1 State something that went well with the project	3.1 Give examples of what went well with the project	3.1 3Give examples of what went well with the project
			3.2 Explain whether the project aims were met
	3.2 State something that could have been improved	3.2 Give examples of what could have been improved	3.3 Give examples of what could have been improved
		3.3 Identify what skills and knowledge you have developed by completing the project	3.4 Explain what skills and knowledge you have developed by completing the project
			3.5 Explain how you may use these new skills and knowledge in the future

## Sustainability

The aim of this unit is for learners to develop an understanding of the basic principles of sustainability. The unit aims to introduce learners to key issues in the natural world and encourage them to consider their role as an individual in making sustainable choices. Learners will undertake a project which promotes sustainability; examples could include (but are not limited to) food and drink, renewable energy, recycling, travel and traffic, purchases and waste and buildings.

Learning Outcome	Entry Level 3	Level 1	Level 2
1. <b>Be able to understand the principles of environmental sustainability</b>	1.1 State what is meant by “environmental sustainability”	1.1 State what is meant by “environmental sustainability”	1.1 State what is meant by “environmental sustainability”
	1.2 Identify different organisations / initiatives which work to protect the environment	1.2 Give examples of different organisations / initiatives which work to protect the environment	1.2 Describe at least two initiatives that aim to protect the environment
	1.3 Identify ways you could support environmental sustainability	1.3 Give examples of ways you could support environmental sustainability	1.3 Give examples of ways you could support environmental sustainability
2. <b>Be able to understand the principles of global citizenship</b>	2.1 State what is meant by “global citizenship”	2.1 State what is meant by “global citizenship”	2.1 State what is meant by “global citizenship”
	2.2 Identify an example of an initiative which encourages global citizenship	2.2 Give an example of an initiative which encourages global citizenship	2.2 Describe at least two initiatives which encourage global citizenship
3. <b>Be able to understand the principles of economic sustainability</b>	3.1 State what is meant by “economic sustainability”	3.1 State what is meant by “economic sustainability”	3.1 State what is meant by “economic sustainability”
	3.2 Identify different organisations / initiatives which promote economic sustainability	3.2 Give examples of different organisations / initiatives which promote economic sustainability	3.2 Describe at least two initiatives which promote economic sustainability
	3.3 Identify ways you could support economic sustainability	3.3 Give examples of ways you could support economic sustainability	3.3 Give examples of ways you could support economic sustainability
4. <b>Be able to participate in</b>	4.1 Take part in an initiative which supports	4.1 Take part in an initiative which supports	4.1 Take part in an initiative which supports

<b>sustainable activities</b>	environmental, global citizenship or economic sustainability	environmental, global citizenship or economic sustainability	environmental, global citizenship or economic sustainability
			4.2 Outline ways you will continue to promote sustainability in the future

### Teamwork Skills

The aim of this unit is to help the learner develop team working skills by understanding the roles and ways of working within a team to achieve a shared goal. Learners will have the opportunities to experience working as part of a team to practice teamworking skills.

<b>Learning Outcome</b>	<b>Entry Level 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>1. Understand the characteristics of an effective team</b>	1.1 Identify an advantage of working as a team	1.1 State advantages of working as a team	1.1 State advantages of working as a team
	1.2 Identify a problem of working as a team	1.2 State problems of working as a team	1.2 State problems of working as a team
	1.3 Give examples of how to communicate appropriately within a team	1.3 Give examples of how to communicate appropriately within a team	1.3 Explain why appropriate communication is important for team working
		1.4 Describe individual behaviours that are important when working in a team	1.4 Describe individual behaviours that are important when working in a team
			1.5 Explain the role of a team leader
<b>2. Be able to take part in team activities</b>	2.1 Give examples of activities you have participated in as a team member	2.1 Give examples of activities you have participated in as a team member	2.1 Give examples of activities you have participated in as a team member
<b>3. Be able to learn from experiences of teamwork to improve own performance</b>	3.1 Identify the contribution you made during teamwork activities	3.1 Identify the contributions you made during teamwork activities	3.1 Describe the contributions you made during teamwork activities
	3.2 Obtain feedback on your own teamwork skills	3.2 Obtain feedback on your own teamwork skills	3.2 Obtain feedback on your own teamwork skills

	3.3 Give an example of a skill you have developed whilst working in a team	3.3 Give examples of how the team worked well together	3.3 Give examples of how the team worked well together
	3.4 Give examples of teamwork skills you want to develop.	3.4 Give examples of skills you have developed while working in a team	3.4 Explain how being part of a team provides opportunities for personal development
		3.5 Give examples of teamwork skills you want to develop	3.5 Give examples of teamwork skills you want to develop
			3.6 Explain what skills you could bring to the role of a team leader

### Undertaking an Enterprise Project

The aim of this unit is to help the learner develop their enterprise skills by planning, costing, promoting and selling a product or providing a 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. Projects can be social enterprises.

Learning Outcome	Entry Level 3	Level 1	Level 2
<b>1. Understand aspects of a successful enterprise</b>	1.1 Identify the features of a successful enterprise	1.1 Give an example of a successful enterprise	1.1 Give examples of successful enterprises
		1.2 Explain why the enterprise is successful	1.2 Explain why the enterprises are successful
<b>2. Be able to plan an enterprise project</b>	2.1 List the strengths and weaknesses of a potential enterprise project	2.1 Outline the strengths and weaknesses of potential enterprise project ideas	2.1 Outline the strengths and weaknesses of potential enterprise project ideas
	2.2 List the tasks and resources needed to carry out the enterprise project	2.2 List the tasks and resources needed to carry out the chosen enterprise project	2.2 Create a timeline for the chosen enterprise project including tasks and resources required
		2.3 State how much you will charge for the products or services	2.3 Contribute to undertaking some market research for the chosen enterprise project
			2.4 Explain how much you will

			charge for the products or services
<b>3. Be able to carry out an enterprise project</b>	3.1 Take part in the enterprise project	3.1 Contribute to the creation of a marketing resource for the enterprise project	3.1 Contribute to the creation of a marketing resource for the enterprise project
		3.2 Take part in the enterprise project	3.2 Take part in the enterprise project
<b>4. Be able to review the enterprise project and your own performance</b>	4.1 Identify something that went well with the enterprise project	4.1 Give examples of what went well with the enterprise project	4.1 Give examples of what went well with the enterprise project
	4.2 Identify something that could have improved the enterprise project	4.2 Give examples of how the enterprise project could have been improved	4.2 Give examples of how the enterprise project could have been improved
		4.3 Calculate how much profit or loss the enterprise project made	4.3 Calculate how much profit or loss the enterprise project made
			4.4 Review your own participation in the enterprise project

## Wellbeing

By undertaking this unit learners will become more aware of their own wellbeing and can focus on different aspects to support understanding and techniques to keep it in good condition. Learners will look at their self-esteem and confidence, emotional and physical wellbeing and how to manage situations that may cause stress.

<b>Learning Outcome</b>	<b>Entry Level 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>1. Be able to understand emotional wellbeing</b>	1.1 State what is meant by emotional wellbeing	1.1 State what is meant by emotional wellbeing	1.1 State what is meant by emotional wellbeing
	1.2 Give an example of a factor that can affect mental health	1.2 Give examples of factors that can affect mental health	1.2 Give examples of factors that can affect mental health
			1.3 Explain what is meant by resilience
		1.3 Give an example of how resilience can be developed	1.4 Give examples of ways to develop resilience
<b>2. Be able to understand physical wellbeing</b>	2.1 State what is meant by physical wellbeing	2.1 State what is meant by physical wellbeing	2.1 State what is meant by physical wellbeing

	2.2 Give an example of a factor that can affect physical wellbeing	2.2 Give examples of factors that impact on physical wellbeing	2.2 Describe how your physical wellbeing can be impacted by your lifestyle
		2.3 Identify characteristics of healthy relationships	2.3 Identify characteristics of healthy relationships
	2.3 Give an example of personal hygiene that is important for physical wellbeing	2.4 Give examples of elements of personal hygiene that are important for physical wellbeing	2.4 Give examples of elements of personal hygiene that are important for physical wellbeing
<b>3. Be able to understand how to respond positively to stress</b>	3.1 State what is meant by stress	3.1 State what is meant by stress	3.1 State what is meant by stress
	3.2 Give an example of a possible cause of stress	3.2 Give examples of possible causes of stress	3.2 Give examples of possible causes of stress
	3.3 Identify physical signs of stress	3.3 Identify physical signs of stress	3.3 Give examples of physical and emotional signs of stress
	3.4 Identify a strategy for reducing and managing stress	3.4 Identify strategies for reducing and managing stress	3.4 Identify strategies for reducing and managing stress
<b>4. Be able to take action to improve own wellbeing</b>	4.1 Identify a way to develop your self-esteem	4.1 Identify ways of developing your own self-esteem	4.1 Identify ways of developing your own self-esteem
	4.2 Identify strategies you could use to support your own mental health	4.2 Give examples of how you could support your own mental health	4.2 Give examples of how you could support your own mental health
	4.3 Give an example of an organisation or person who could provide information, advice or support for your wellbeing	4.3 Give examples of organisations or people who could provide information, advice or support for your wellbeing	4.3 Give examples of organisations or people who could provide information, advice or support for your wellbeing
			4.4 Plan activities that will support your wellbeing

## Wellbeing – Healthy Eating

This unit enables learners to explore and understand the benefits of a balanced diet as part of a healthy lifestyle and encourages learners to develop independent living skills.

Learning Outcome	Entry Level 3	Level 1	Level 2
<b>1. Understand how a balanced diet contributes to a healthy lifestyle</b>	1.1 Give an example of a benefit of eating a balanced diet	1.1 State the benefits of eating a balanced diet	1.1 Describe the benefits of eating a balanced diet
		1.2 Outline the main components of a balanced diet	1.2 Outline the main components of a balanced diet
	1.2 Give an example of what should be avoided in a balanced diet	1.3 Give examples of what should be avoided in a balanced diet	1.3 Give examples of what should be avoided in a balanced diet
<b>2. Understand how culture and social media can impact on healthy eating choices</b>			2.1 Outline what is meant by “body image”
	2.1 Identify factors that may impact on dietary choices	2.1 Give examples of factors that may impact on dietary choices	2.2 Give examples of factors that may impact on dietary choices
	2.2 Give examples of how social media can impact dietary choices	2.2 Explain how social media may impact negatively on dietary choices	2.3 Explain how social media may impact on dietary choices
<b>3. Be able to plan and make a healthy meal</b>	3.1 Select a nutritious meal to make	3.1 Select a nutritious meal to make	3.1 Select a nutritious meal to cook
			3.2 Outline how the chosen meal meets the components of a balanced diet
	3.2 State the ingredients required to make the meal	3.2 Plan how to make the meal including ingredients, timings and equipment required	3.3 Plan how to make the meal including ingredients, timings and equipment required
			3.4 Calculate the cost of the ingredients
	3.3 Prepare the chosen meal	3.3 Give examples of how to minimise hygiene risks when preparing food	3.5 Give examples of how to minimise hygiene risks when preparing food
		3.4 Prepare the chosen meal	3.6 Prepare the chosen meal

			3.7 Give examples of skills used in preparing the meal
<b>4. Be able to review own healthy eating practices</b>	4.1 Give an example of how you could make your own diet more healthy	4.1 Give examples of how you could make your own diet more healthy	4.1 Describe ways you could make your own diet more healthy

### Wellbeing – Physical Activity

This unit enables learners to explore and understand the benefits of being physically active as part of a healthy lifestyle. Learners will take part in physical activities and be encouraged to think about introducing higher levels of physical activity into their own lives.

<b>Learning Outcome</b>	<b>Entry Level 3</b>	<b>Level 1</b>	<b>Level 2</b>
<b>1. Understand how physical activity can support emotional and physical wellness</b>	1.1 State how physical activity can contribute to a healthy lifestyle	1.1 State how physical activity can contribute to a healthy lifestyle	1.1 State how physical activity can contribute to a healthy lifestyle
	1.2 Identify how lack of physical activity can affect the human body	1.2 Give examples of how lack of physical activity can affect the human body	1.2 Explain how lack of physical activity can affect the human body
			1.3 Outline recommended levels of physical activity
<b>2. Be able to plan for physical activity</b>	2.1 Identify resources and facilities which can support physical activity	2.1 Identify resources and facilities which can support physical activity	2.1 Identify resources and facilities which can support physical activity
	2.2 Identify a risk that may occur when participating in physical activities	2.2 Identify risks that may occur when taking part in physical activities	2.2 Describe risks that may occur when taking part in physical activities
		2.3 State how you could reduce the risks identified	2.3 Explain how you could reduce the risks identified
<b>3. Be able to participate in physical activity</b>	3.1 Provide evidence of own participation in a physical activity	3.1 Provide evidence of own participation in physical activities	3.1 Provide evidence of own participation in physical activities
			3.2 Describe how you ensured you reduced risks when participating in physical activities
	4.1 Identify what you enjoyed about taking	4.1 Identify what you enjoyed about taking	4.1 Describe what you enjoyed about

<b>4. Review participation in physical activity</b>	part in a physical activity	part in physical activities	taking part in physical activities
	4.2 Give an example of how you could make own life more physically active	4.2 Give examples of how you could make own life more physically active	4.2 Describe how you could make own life more physically active

## Appendix 2

### Level Descriptors

The Regulated Qualification Framework (RQF) incorporates levels from Entry 1 through to Level 8. For the purposes of this document only the levels at which these qualifications are offered at have been included below.

The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that level. The level descriptors are framed as outcomes and each category starts with a stem statement (“the holder can...”) which then links into the outcomes associated with each level of the framework.

Centre staff and learners can use the descriptors to understand more about the difference between and relative demand of the units and qualifications offered by PTQ.

Level	Knowledge descriptor (the holder ....)	Skills descriptor (the holder can...)
Entry 3	Has basic knowledge and understanding to carry out structured tasks and activities in familiar contexts; and Knows and understands the steps needed to complete structured tasks and activities in familiar contexts	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others
Level 1	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems  Is aware of aspects of information relevant to the area of study or work	Use basic cognitive and practical skills to complete well-defined routine tasks and procedures  Select and use relevant information  Identify whether actions have been effective
Level 2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems  Can interpret relevant information and ideas  Is aware of a range of information that is relevant to the area of study or work	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems  Identify, gather and use relevant information to inform actions  Identify how effective actions have been

Source: [www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications](http://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications)

## Appendix 3

### Qualification Structure Examples

The examples below detail situations where a learner has passed units at different and highlights the qualification (size and level) that they can then claim for.

#### Example 1

A learner achieves the following:

Number of units	2 at Level 1
Qualification that can be claimed	Level 1 Award
Explanation	Both units have been completed at the same level.

#### Example 2

A learner achieves the following:

Total units achieved	6
Number of units at L1	3
Number of units at L2	3
Qualification that can be claimed	None
Explanation	The learner has not achieved four units at a single level so a Certificate cannot be awarded.  However, if not already claimed, an Award at either level could be awarded as the number of units required for the Award sized qualifications has been met.

#### Example 3

A learner achieves the following:

Total units achieved	9
Number of units at L1	6
Number of units at L2	3
Qualification that can be claimed	Level 1 Extended Certificate
Explanation	The learner has achieved 6 units at Level 1, so has met the minimum number of units required at a single level to be awarded the Extended Certificate.

#### Example 4

A learner achieves the following:

Total units achieved	13
Number of units at E3	1
Number of units at L1	3
Number of units at L2	9
Qualification that can be claimed	Level 2 Extended Certificate

Explanation	<p>Although the learner has completed the correct number of units for a Diploma, one cannot be awarded as Entry 3 units cannot be included in Level 2 qualifications.</p> <p>The learner has achieved 9 units at Level 2, which meets the number of units required to achieve the Extended Certificate.</p>
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## Appendix 4

### Price List

#### Keeping Costs Low

We are committed to ensuring that learners have every opportunity to gain formal recognition of their skills and achievements, so we continue to offer competitively priced qualifications.

#### Personal Development and Employability Skills

Award	£10.00
Certificate	£45.00
Extended Certificate	£65.00
Diploma	£95.00

#### Enquiries and Appeals

Stage 1 Enquiry	£50.00
Stage 2 Enquiry / Appeal	£100.00
Stage 3 Independent Appeals Board	£100.00

#### Bespoke Postal External Moderation

Bespoke EM	£250.00
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#### Resubmissions

Within six months of original submission	Free
Over six months from original submission	Charged as a new entry

#### Replacement Certificates

Replacement certificate	£20.00
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All invoices are subject to payment within 30 days of the date of invoice. Please see our invoicing policy for more information. Any invoices not paid will be subject to our malpractice and maladministration sanctions.