



Employment, Teamwork and Community Skills

August 2018

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www.princes-trust.org.uk/qualifications

Purpose of this document

The Qualification Specification is designed to give centres information so that they can offer the Employment, Teamwork and Community 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.

Qualification Support Pack 00 – 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 Employment, Teamwork and Community 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) by clicking on the country where the qualification will be delivered and then following the link to '[Guidance for Centres](#)'.

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In 40 years The Prince's Trust has worked with over 825,000 young people giving practical and financial support to develop key work skills helping them move into employment, education and training.

The Prince's Trust is recognised by the qualification regulators in England, Wales, Northern Ireland and Scotland to develop, offer and award qualifications.

Prince's Trust Qualifications seek to:

- Ensure young people 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 young people

Recognising that many young people lack formal qualifications we actively promote our qualifications to those who need them most; young people who have struggled at school or are long term unemployed, those who have poor mental health, are addicted to drugs or alcohol, have been in care, are homeless or have been in trouble with the law, single parents, asylum seekers and refugees.

Quality of Service:

Prince's Trust Qualifications believes that all young people 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, enabling, passionate and committed

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 qualification and unit certificates
- Ensuring qualifications are accessible to all and free from barriers and discrimination
- Continuous self-assessment to ensure units and qualifications are robust and fit for purpose
- Meeting regulatory criteria and principles

Contact details:

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Qualification Aim

The Prince's Trust qualifications in Employment, Teamwork and Community 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 post 16 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

Qualification Summaries – Entry 3

Prince's Trust Entry 3 Award in Employment, Teamwork and Community Skills	
Qualification framework	RQF
Qualification number (QN)	600/3334/4
QW Approval/Designation No.	n/a
Date for registrations	October 2011
Age range	16-18, 19+
Credit value range	9 - 12
Minimum % of credits required at Entry 3	51%
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	74
Total Qualification Time (TQT)	90
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Prince's Trust Entry 3 Certificate in Employment, Teamwork and Community Skills	
Qualification framework	RQF
Qualification number (QN)	600/2762/9
QW Approval/Designation No.	n/a
Date for registrations	August 2011
Age range	16-18, 19+
Credit value	27
Minimum no. of credits required at Entry 3	15
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	252
Total Qualification Time (TQT)	270
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Qualification Summaries - Level 1

Prince's Trust Level 1 Award in Employment, Teamwork and Community Skills	
Qualification framework	RQF
Qualification number (QN)	600/3212/1
QW Approval/Designation No.	n/a
Date for registrations	October 2011
Age range	16-18, 19+
Credit value range	9 - 12
Minimum % of credits required at Level 1	51%
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	74
Total Qualification Time (TQT)	90
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 Employment, Teamwork and Community Skills	
Qualification framework	RQF
Qualification number (QN)	600/2399/5
QW Approval/Designation No.	n/a
Date for registrations	September 2011
Age range	16-18, 19+
Credit value	27
Minimum no. of credits required at Level 1	15
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	252
Total Qualification Time (TQT)	270
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

Qualification Summaries - Level 2

Prince's Trust Level 2 Award in Employment, Teamwork and Community Skills	
Qualification framework	RQF
Qualification number (QN)	600/3286/8
QW Approval/Designation No.	n/a
Date for registrations	October 2011
Age range	16-18, 19+
Credit value range	9 – 12
Minimum % of credits required at Level 2	51%
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	74
Total Qualification Time (TQT)	90
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 Employment, Teamwork and Community Skills	
Qualification framework	RQF
Qualification number (QN)	600/2730/7
QW Approval/Designation No.	n/a
Date for registrations	August 2011
Age range	16-18, 19+
Credit value	27
Minimum no. of credits required at Level 2	15
Assessment of qualification	Portfolio of evidence, centre assessment
Guided learning hours (GLH)	252
Total Qualification Time (TQT)	270
Grading information	Pass grade
Entry requirements	Learners do not need any other qualifications as pre-requisites to entry

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.

Minimum number of units to be achieved	2
Minimum number of credits to be achieved	9
Maximum number of credits to be achieved	12

The qualification will be awarded at the level at which the majority of credits have been achieved.

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 credits to be achieved	27
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The qualification will be awarded at the level at which the majority of credits have been achieved.

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.

Units

The Employment, Teamwork and Community Skills qualifications cover a range of skills. An overview of the units available and the corresponding levels and credits is outlined below.

Unit title	Available at			Credit value
	Entry 3	Level 1	Level 2	
Career Planning	•	•	•	3
Community Project	•	•	•	6
Planning for Personal Development	•	•	•	3
Presentation Skills	•	•	•	3
Supporting Other People in the Community	•	•	•	3
Teamwork Skills	•	•	•	3
Work Experience	•	•	•	6

For more detail of the individual units and the assessment criteria please see Appendix 1.

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.

Learners not able to complete a full qualification can have their achievements recognised through unit only certification.

Barred Combinations

If a learner achieves units with the same title only the credit value of the unit at the higher level will count towards the qualification. The other unit can be recognised by unit certification, if requested.

If you are unsure about the rules of combination for a qualification please contact Prince's Trust Qualifications to discuss.

Progression

These qualifications provide a platform for learners to progress onto further education opportunities and/or employment, 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 (QSP 00)

Assessment of Qualifications

Grading

The Employment, Teamwork and Community Skills qualifications are 100% centre assessed using portfolios of evidence and are graded as pass or fail. The portfolios are internally assessed and externally moderated.

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 Sheet, 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 (QSP 00) and Making Claims and Results Handbook (QSP 03), both are available on our [website](#).

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](#).

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.

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 units and qualifications for learners when they are satisfied that their portfolio meets all the assessment criteria and the work has undergone 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 submit learners' portfolios throughout the year. Please check the qualification web page for the [assessment dates](#).

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 (QSP 00) 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 overview table

Appendix 2 – Level descriptors

Appendix 3 – Qualification price list

Appendix 1

The units listed below are available for use from 1st January 2017.

Unit title	Level	GLH	PTQ code	URN
Career Planning	Entry 3	30	CPL2017/3	R/615/4094
	Level 1	30	CPL2017/1	Y/615/4095
	Level 2	30	CPL2017/2	D/615/4096
Community Project	Entry 3	60	CPR2017/3	H/615/4097
	Level 1	60	CPR2017/1	K/615/4098
	Level 2	60	CPR2017/2	M/615/4099
Planning for Personal Development	Entry 3	27	PPD2017/3	A/615/4140
	Level 1	27	PPD2017/1	L/615/4143
	Level 2	27	PPD2017/2	R/615/4144
Presentation Skills	Entry 3	30	PSK2017/3	Y/615/4162
	Level 1	30	PSK2017/1	D/615/4163
	Level 2	30	PSK2017/2	H/615/4164
Supporting Other People in the Community	Entry 3	30	SOP2017/3	A/615/4199
	Level 1	30	SOP2017/1	K/615/4201
	Level 2	30	SOP2017/2	T/615/4203
Teamwork Skills	Entry 3	30	TWK2017/3	K/615/4165
	Level 1	30	TWK2017/1	D/615/4177
	Level 2	30	TWK2017/2	D/615/4180
Work Experience	Entry 3	60	WEX2017/3	Y/615/4193
	Level 1	60	WEX2017/1	H/615/4195
	Level 2	60	WEX2017/2	T/615/4198

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.

	Entry 3	Level 1	Level 2
Be able to recognise suitable jobs or training opportunities	1.1 Identify sources of careers advice and guidance	1.1 Identify sources of careers advice and guidance	1.1 Identify sources of careers advice and guidance
	1.2 Give an example of a career option relevant to own interests	1.2 Give examples of career options relevant to own interests	1.2 Give examples of career options relevant to own interests
	1.3 Outline likely tasks that you would undertake in this career option	1.3 Describe advantages and disadvantages of the identified career options	1.3 Compare advantages and disadvantages of the identified career options
		1.4 Identify job vacancies or training opportunities relevant to the identified career options	1.4 Outline training and educational needs for a preferred option
			1.5 Describe your suitability for the preferred option
Understand how to apply for jobs or training opportunities	2.1 Complete an application form	2.1 Produce a personal CV in a format appropriate for seeking employment	2.1 Produce a personal CV in a format appropriate for seeking employment
		2.2 Complete an application form to an appropriate standard for submission	2.2 Produce a covering letter to support your CV for a specific job

			2.3 Complete an application form to an appropriate standard for submission
Be able to take part in an interview Know how to prepare for an interview (E3)	3.1 Identify appropriate behaviour and clothing for an interview	3.1 List what to consider when preparing for an interview	3.1 Explain what needs to be considered when preparing for an interview
	3.2 Identify questions that you may be asked in an interview	3.2 Prepare responses to potential interview questions	3.2 Prepare responses to potential interview questions
	3.3 Prepare responses to potential interview questions	3.3 Take part in a real or simulated interview	3.3 Give examples of questions you would ask at an interview
		3.4 Identify personal strengths and areas for improvement following an interview	3.4 Take part in a real or simulated interview
			3.5 Review personal strengths and areas for improvement following an interview

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.

The length and scope of the project will depend on the time and resources available however, it should reflect the 60 TQT assigned to the unit. The tutor/supervisor will need to ensure all aspects of the project are safe and legal.

	Entry 3	Level 1	Level 2
Understand the needs of their wider community and how they can be met	1.1 Give examples of potential projects that could help the wider community	1.1 Give examples of potential projects that could help the wider community	1.1 Describe the needs of the wider community
	1.2 Select a community project to undertake	1.2 Identify advantages and disadvantages of two potential community projects	1.2 Assess the advantages and disadvantages of two potential community projects
	1.3 Identify a benefit of the project to the wider community	1.3 Describe the benefits of the chosen project to the wider community	1.3 Explain why the community project was chosen
			1.4 Explain how the project is going to meet the needs of the wider community
Be able to plan a suitable community project	2.1 Identify how you will contribute to the community project	2.1 Identify the tasks needed for the community project	2.1 Produce a detailed plan for the activities stating who will complete each task and when
	2.2 Identify the equipment and materials required for the community project	2.2 List the equipment and materials required for the community project	2.2 List the resources needed for the community project
	2.3 Identify any costs or Gift in Kind savings associated with the project	2.3 Calculate costs or Gift in Kind savings associated with the community project	2.3 Calculate costs or Gift in Kind savings associated with the community project

	2.4 Give a deadline for the community project to be completed	2.4 Produce a timeline for the community project	2.4 Explain with reasons any external help required
Be able to carry out a community project	3.1 Identify the possible hazards for own tasks undertaken	3.1 Give examples of possible hazards with the project and actions taken to reduce them	3.1 Complete a risk assessment for tasks you are responsible for
	3.2 Identify any support required to complete tasks	3.2 Identify any support required to complete tasks	3.2 Complete task/s for which you are responsible
	3.3 Contribute to the completion of the community project	3.3 Complete task/s for which you are responsible	3.3 Contribute to completion of group task/s
		3.4 Contribute to completion of group task/s	3.4 Review the project's progress at a mid-way point
Be able to review the community project	4.1 Identify what went well with the community project	4.1 Identify what went well with the community project	4.1 Evaluate the community project taking into account the tasks that were completed well and making suggestions for tasks that could have been improved.
	4.2 Identify a task that could have been improved	4.2 Identify what could have been improved	4.2 Explain what skills you have developed by planning and completing the community project
		4.3 State what skills you have developed by completing the community project	
Understand the wider community	5.1 Identify what you have learned about the wider community	5.1 Describe what you have learned about the wider community while completing the project	5.1 Explain what you have learned about the wider community while completing the project

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

	Entry 3	Level 1	Level 2
Be able to identify own personal development needs	1.1 Identify something you are good at	1.1 Give examples of own personal strengths	1.1 Describe personal strengths
	1.2 Identify something you want to improve	1.2 Give examples of own areas for personal development	1.2 Describe areas for personal development
Be able to plan own personal development improvement	2.1 Identify a SMART target for personal development	2.1 Identify SMART targets for personal development	2.1 Identify SMART targets for personal development
	2.2 Identify actions required to achieve target	2.2 Produce an action plan with dates for reviewing personal development targets	2.2 Produce an action plan with dates for reviewing personal development targets
			2.3 Explain factors that could help or hinder progress towards meeting personal development targets
Be able to review personal development plans	3.1 Review progress towards target with a suitable person	3.1. Review progress and achievements regularly against plan with a suitable person	3.1 Review progress and achievements regularly against plan
		3.2 Give an example of a successful outcome from following the personal development plan	3.2 Obtain feedback from others on your performance
		3.3 Give examples of future SMART targets for personal development	3.3 Give examples of successful outcomes from following the personal development plan

			3.4 Revise personal development plan to reflect future SMART targets for development
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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.

	Entry 3	Level 1	Level 2
Understand purpose of presentations	1.1 Give an example of when a presentation might be used	1.1 Give examples of different situations when presentations might be used	1.1 Describe different situations when presentations might be used
	1.2 Identify the features of a good presentation	1.2 Identify the features of an effective presentation	1.2 Explain the reasons for using presentations
		1.3 Give examples of things to avoid when making presentations	1.3 Describe the features of an effective presentation
			1.4 State things to avoid when making presentations
Be able to prepare for a presentation	2.1 Select a topic to present to an audience	2.1 Select a topic to present to an audience	2.1 Select a topic to present to an audience
	2.2 List points to be made in the presentation	2.2 Identify resources needed for the presentation	2.2 Explain the choice of presentation topic
		2.3 Prepare notes to accompany the delivery of the presentation	2.3 Describe the main points to be made
			2.4 Identify resources needed for the presentation
			2.5 Prepare a visual resource that will enhance the audience's understanding of the presentation
Be able to deliver a presentation	3.1 Give a presentation	3.1 Give a presentation	3.1 Give a presentation
			3.2 Respond to questions from the audience

Be able to review own presentation skills	4.1 Identify what went well	4.1 Identify what aspects of your presentation went well	4.1 Evaluate the presentation taking into account what went well and making suggestions for what could have been improved
	4.2 Identify what you would change next time	4.2 Identify what aspects of your presentation could have been improved	4.2 Explain what skills you have developed by giving a presentation

Supporting Other People in the Community

The aim of this unit is to enable learners to give direct support to and interact with other people in their wider community. Learners will develop an understanding of the support needs of other people as well as the limitations of the support they can give.

Raising money to give to charity is not an acceptable assessment activity for this unit, learners must interact and engage with other people, giving them direct support, to achieve this unit.

	Entry 3	Level 1	Level 2
Be able to recognise other people who need support in the wider community	1.1 Identify people in the wider community who need support	1.1 Identify a range of people in the wider community who need support	1.1 Identify a range of people in the wider community who need support
		1.2 Give examples of their support needs	1.2 Describe their support needs
Be able to plan how to directly support other people	2.1 Identify who you will support	2.1 Identify who you will support	2.1 Identify who you will support
	2.2 Identify one way in which you will support the individual or group	2.2 State what support you will give	2.2 Plan the support you will give
	2.3 Identify one type of support you cannot give to the individual or group	2.3 Describe how your actions will benefit the individual or group	2.3 Explain how your actions will benefit the individual or people
		2.4 State the different types of support you cannot give to the individual or group	2.4 Explain the different types of support you cannot give to the individual or group
Be able to directly support others in his/her community	3.1 Give direct support to the individual or group	3.1 Give direct support to the individual or group	3.1 Give direct support to the individual or group
Know how effective the support given was in overcoming barriers	4.1 Identify what went well	4.1 Identify what went well	4.1 Obtain feedback on the support given
	4.2 Identify what could have been improved	4.2 State how the support could be improved were you to give it again	4.2 Review the support given in meeting the needs identified
			4.3 Explain how the support could be

			improved were you to give it again
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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 activity 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.

	Entry 3	Level 1	Level 2
Understand the importance of teamwork	1.1 Identify an advantage of working in a team	1.1 Identify the advantages of working as a team	1.1 Describe the advantages of working as a team
	1.2 Identify a problem that could occur when working in a team	1.2 Give examples of the problems that could occur when working as a team	1.2 Describe the problems that could occur when working as a team
		1.3 Identify two situations where teamwork is essential	1.3 Explain why teamwork is essential in two situations
Understand roles and relationships within a team	2.1 Identify different roles for team members whilst completing an activity	2.1 Identify different roles for team members whilst completing an activity	2.1 Outline characteristics of an effective team
		2.2 Describe the need for different roles within a team	2.2 Describe different roles for team members whilst completing an activity
		2.3 Identify different ways of making decisions in a team	2.3 Explain the need for different roles within a team
		2.4 Give examples of ways to resolve conflict within a team	2.4 Describe different ways of making decisions in a team
			2.5 Describe different ways to resolve conflict within a team
Be able to take part in team activities	3.1 Identify an objective of a team activity	3.1 Identify objectives for a team activity	3.1 Outline the objectives of different team activities
	3.2 Participate in team activities	3.2 Participate in team activities	3.2 Participate in team activities
		3.3 Identify your role within the team activities	3.3 Explain your role within the team activities

		3.4 Give constructive feedback to a team member	3.4 Give constructive feedback to different team members
		3.5 Obtain constructive feedback from a team member	3.5 Obtain constructive feedback from different team members
Be able to evaluate own performance	4.1 Identify what went well when working as part of a team	4.1 Give examples of how the team worked well	4.1 Explain how the team worked well
	4.2 Identify a task that could have been improved	4.2 Give examples of skills you have developed while working as a team	4.2 Describe skills you have developed while working as a team
		4.3 State ways to improve own team working skills	4.3 Describe ways to improve own team working skills

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.

	Entry 3	Level 1	Level 2
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
			1.2 Compare advantages and disadvantages of different work experience options
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
	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
	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
	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
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
	3.2 Arrive at work on time	3.2 Arrive at work on time	3.2 Arrive at work on time
	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

	3.4 Follow instructions to complete tasks safely in the workplace	3.4 Give examples of tasks that you were unable to undertake	3.4 Explain which tasks you were unable to undertake
	3.5 Communicate appropriately with others 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
		3.6 Communicate appropriately with others in the workplace	3.6 Communicate appropriately with others in the workplace
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
	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

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; and 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: 'Qualification and Component Levels' (Ofqual/15/5774)

Appendix 3

Price List

Keeping Costs Low

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

Employment, Teamwork and Community Skills

3 credit unit	£8.50 inclusive of unit certificate
6 credit unit	£14.50 inclusive of unit certificate
Award size qualification (9 credits)	£20.50
Certificate size qualification (27 credits)	£45.00

Replacement Certificates

Replacement certificate	£20.00
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Enquiries and Appeals

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

More detailed information about these processes is provided in the Making Claims and Results Handbook (QSP 03)

Bespoke External Moderation

Bespoke EM	£250.00
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More detailed information about Bespoke Postal EM and the latest assessment windows is provided on our website.

Resubmissions

Resubmissions made within six months of the date of the results being issued are free of charge.

Any resubmissions made after this date will be treated as new claims and charged accordingly.