Personal Development and Employability Skills 2021 Specification

Version 2 – December 2022

Version Control

Version 2 – issued December 2022	New version created which incorporates the assessment guidance previously issued as a separate document. Updated price list to reflect additional Failure to Submit Fee
Version 1 – issued August 2021	New document created which details the qualifications' rules of combinations, structures and units for the Personal Development and Employability Skill qualifications 2021 which are replacements for the PDE qualifications issued prior to 2021.

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.

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) 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.

Contents

About The Trust

The Prince's Trust was founded by HM The King 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

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
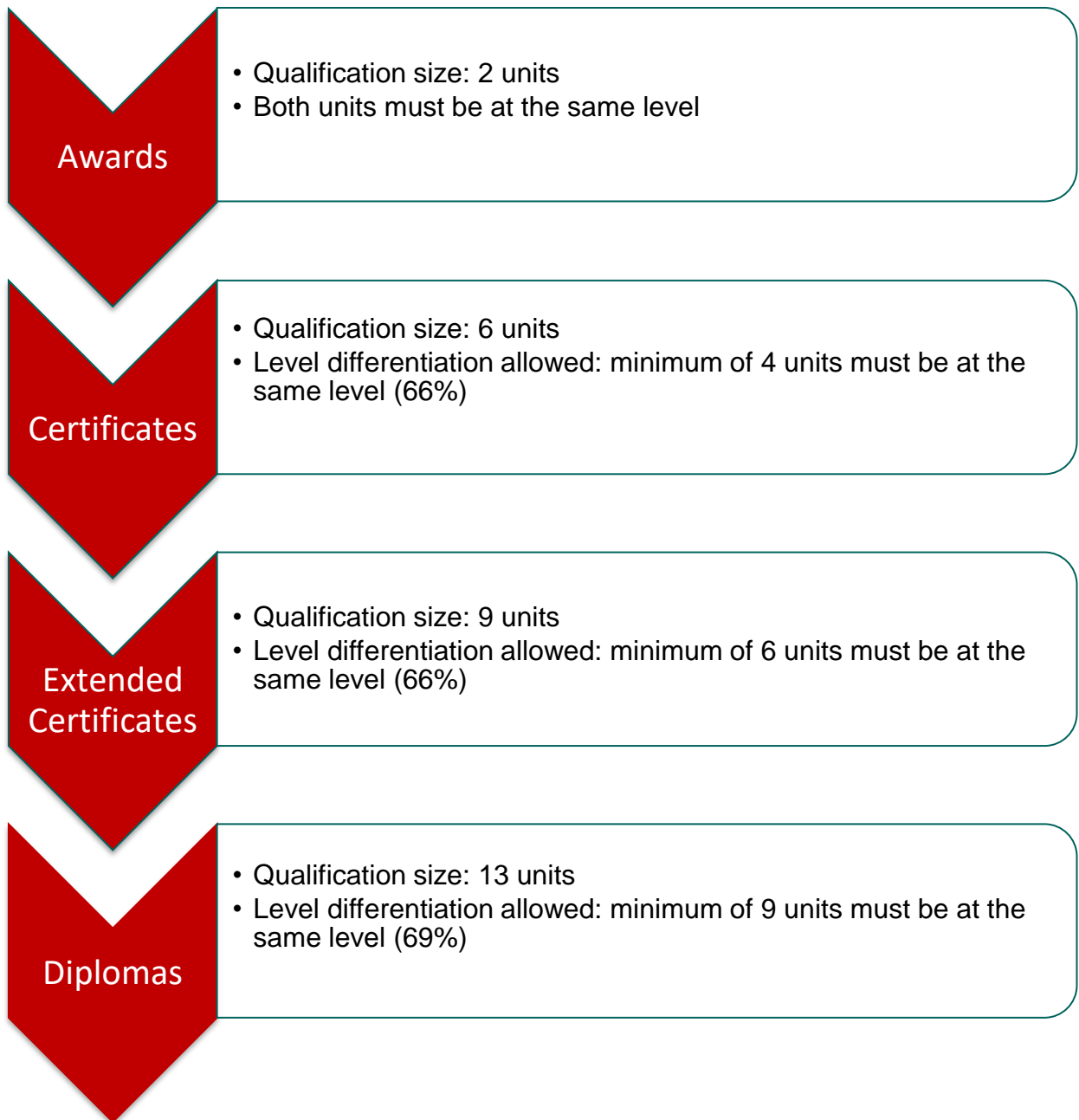
Awards
- Qualification size: 2 units
- Both units must be at the same level

Certificates
- Qualification size: 6 units
- Level differentiation allowed: minimum of 4 units must be at the same level (66%)

Extended Certificates
- Qualification size: 9 units
- Level differentiation allowed: minimum of 6 units must be at the same level (66%)

Diplomas
- Qualification size: 13 units
- Level differentiation allowed: minimum of 9 units must be at the same level (69%)

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
ESFA Funding	Not Eligible

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

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)	243
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)	243
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 a Diploma 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

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

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

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

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			
	Entry 3	Level 1	Level 2	GLH
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 PDE Webpage

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: Qualification Assessment Windows

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 – Unit summaries

The units listed below are available for use from 1st August 2021. After each unit, assessment guidance is provided to support specific learning outcomes or assessment criteria. This guidance is given to support learners and centres interpret the requirements of the assessment criteria and should be borne in mind when devising assessment activities. While the assessment criteria (AC) may not be written in full, the construct to support all three levels has been provided. The guidance will therefore apply to all levels in which the AC is included. Where guidance only relates to a specific level, this will be indicated.

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. **Be able to recognise suitable jobs or training opportunities**	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. **Understand how to apply for jobs or training opportunities**	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
3. **Be able to take part in an interview**	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

Assessment Guidance
LO: Understand how to apply for jobs or training opportunities
When completing their CVs and applications, learners do not have to include true personal details such addresses, DOB and phone numbers. For assessment purposes, learners should demonstrate that these types of details are required and should complete them accurately and to a required standard for submission, but the details given do not need to be personal to the learners.

AC: Complete an application – this can be any type of application for a job vacancy, training course, work placement, post-16 opportunity etc. The format can be via a traditional paper form or an online version. Simulated applications will be accepted.

LO: Be able to take part in an interview
AC: What to consider when preparing for an interview – the places where people work has changed recently, with more people being home-based, and with this how interviews are conducted may also change. Learners should be encouraged to think about preparations for face-to-face interviews but also online interviews and the different considerations that might bring, for example noise levels, background image, microphone levels.

AC: Prepare responses to given potential interview questions – At Entry 3 and Level 1 learners (SCQF Level 3 and 4) can be given a prepared list of typical interview questions which they respond to. At Level 2 (SCQF Level 5) learners are required to prepare responses to questions that they have thought of for themselves.

AC: Give examples of questions you might pose at interview – For Level 2 (SCQF Level 5) learners, they are required to think of questions they would be asking to their interviewers, to find out more about the position they are interviewing for, the company etc.

AC: Obtain feedback on own performance in a real or simulated interview – to meet the learning outcome successfully learners need to take part in an interview. By requiring learners to obtain feedback on their interview this will demonstrate that they have taken part in an interview and will help them review and develop their interview skills for future interviews.

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.

Learning Outcome	Entry Level 3	Level 1	Level 2
1. **Understand the needs of their wider community and how they can be met**	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 help the wider community	1.2 Give examples of projects that could help the wider community	1.2 Describe projects that could support the needs of different groups within the community
2. **Be able to plan and take part in a community project**	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	2.2 List the tasks and resources needed to carry out the project	2.2 Create a plan for the community project including

	to carry out the project		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
3. Be able to review the community project	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

Assessment Guidance

LO: Be able to plan and take part in a community project – it should be clear from the community project selected and the aims of the project, what the project is that the learners have agreed to undertake. A short sentence explaining this should be provided to support the understanding of the other AC in this unit.

LO: Be able to plan and take part in a community project
AC: Create a plan for the community project – Level 2 (SCQF Level 5) learners are expected to give a detailed plan of the community project, that gives more information than lists and identification of tasks required at Entry 3 and Level 1 (SCQF Level 3 and 4). Level 2 (SCQF Level 5) learners should give information about the processes being undertaken, the material required and their costs (or Gift in Kind if they have been donated). A time indication for the length of the project should also be covered within the plan for Level 2 (SCQF Level 5).

AC: Take part in the community project – learners should have evidence that clearly demonstrates they have taken part in the community project, this could include but not be limited to witness testimony, annotated photographs of themselves during the project, a letter from the community organisation that has benefitted from the group's support. This not only supports the learners' qualification but will also add to their sense of achievement upon completion to understand the positive impact they have had on the wider community.

NB: while learners are not required to provide assessment evidence of the health and safety considerations they will be using, this is still expected to be a key piece of learning undertaken with the group.

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.

	Learning Outcome	Entry Level 3	Level 1	Level 2
1.	**Understand features of good customer experience**	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
2.	**Understand customer needs and how different organisations try to meet them**	2.1 Give an example of an organisation and the service/products they offer	2.1 Give an example of an organisation and the services/ products they offer	2.1 Compare the services/ products offered by at least 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 *at least two* 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
3.	**Be able to review examples of customer service**	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

Assessment Guidance
LO: Understand features of good customer experience
AC: Give example of barriers to providing effective customer experiences – this could include a wide range of barriers and do not have to be restricted to a personal level. For example, organisations' policies and procedures not being clear, inadequate interfacing systems between customers and staff, customer service not being a value adopted by the organisation, inadequate communication systems.

LO: Understand customer needs and how different organisations try to meet them
AC: Compare the services/products offered by at least two different organisations
For Level 2 (SCQF Level 5) the learners are required to research at least two different organisations and compare the products/services offered by those organisations. The comparisons need to be detailed and against multiple lines of enquiry. A list of advantages and disadvantages would not be considered detailed enough unless supported by an overall judgement made.

LO: Be able to review examples of customer service
AC: Give example/s of time/s you have received good customer service – examples given by learners at all three levels do not have to be complicated examples and can relate to their everyday interactions for example at the school canteen, local food stores, a local take-away outlet, online games, bus/train travel.

AC: Responding to customer complaints – the complaints that learners respond to can be simulated scenarios created by learners, real-life scenarios experienced by the learners, or they can be simulated in advance and given to learners without any prior input.

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
1. **Understand e-safety**	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
2. **Understand appropriate online behaviour**	2.1 Identify examples of positive and negative online behaviours	2.1 Give examples of positive and negative online behaviours	2.1 Give examples of positive and 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
3. Understand uses of digital tools	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
4. Be able to review own digital skills and identify areas for development			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

Assessment Guidance
LO: Understand e-safety
AC: Types of online threats – learners should be encouraged to look at e-safety in its broadest sense here to cover as many types of threats as possible for example scams/frauds, computer viruses, identity theft, phishing, communicating with strangers. Learners at Level 1 and 2 (SCQF Level 4 and 5) will need to identify the threat for which they are protecting themselves against, as different threats will require different types of protections.

LO: Understand appropriate online behaviour – this learning outcome is expecting learners to understand what behaviours are acceptable and unacceptable online, and to understand the lasting impact that their behaviour online can have for them. The concept of a digital footprint and the impact of this for future employment prospects should be explored with learners.

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.

	Learning Outcome	Entry Level 3	Level 1	Level 2
1.	**Be able to plan for work experience**	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 time at your work experience	1.3 Plan own journey to ensure you arrive on time at your work experience
				1.4 Outline the dress code required for your work experience
2.	**Be able to complete a successful work experience placement**	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
3.	**Be able to review your work experience placement**	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

Assessment Guidance
LO: Be able to complete a successful work experience placement
While there are no minimum hours required for the length of the work experience placement, learners should have an opportunity of a realistic experience as a one-time visit for a few hours is unlikely to achieve the realistic approach and make it difficult to satisfy some of the other criteria.

AC: Obtain feedback from your placement – centres are strongly encouraged to ask placement providers to give learners a reference from their work experience placement. Ideally the reference would give details about how reliable the learner was, what their communication was like and how they worked with others during their time on placement, as well as their general attitude to the tasks set. Having a reference to support their work experience could be very valuable for learners who are wanting to demonstrate to future employers that they are prepared and ready to work. Learners who have not been given a reference by the placement provider are able to evidence this assessment criteria by obtaining feedback from another reliable source, which hopefully would be able to provide some supportive evidence of the reliability, attitude, and communication skills of the learner.

LO: Be able to review your work experience placement
AC: something you enjoyed about your work experience – hopefully, all learners will have an enjoyable work experience. However, for those that might not have enjoyed it encourage them to think about this AC in its broadest sense for example they might have enjoyed it because it meant they didn't have to do something else (e.g., attend a certain subject lesson) or they enjoyed it because it allowed then to do something differently (e.g. could wear different clothes in the week rather than school uniform). Support learners to look at this AC positively rather than allowing them to answer it with a negative. This will support them later if they are asked questions about it in interviews.

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

1. Know about saving and borrowing options	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
2. Understand money matters in the world of work	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
3. Understand the importance of own money management	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	3.3 Give examples of how someone's

		personal budgeting	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	3.7Describe ways to protect yourself from fraud

Assessment Guidance

LO: Understand money matters in the world of work

AC: Give examples of different ways to be paid for work – this AC encourages learners to be aware of the different ways they can be employed and therefore paid. The types of responses that could be given would be an annual salary, paid by the hour, they could have a contract that has commission included so it might vary from month to month, or they could be self-employed so they would be paid by invoicing for their fees.

LO: Understand the importance of own money management

AC: financial situation may impact on their wellbeing – this topic can be a trigger for some people, and it is important to encourage learners to look at personal budgeting so that it can highlight if there are concerns that might affect someone's mental wellbeing. Being aware of debt early on and looking at sensible ways to manage it can support people to find the right solution for their issues that will help them to avoid potential mental ill health caused by debt or money worries.

ACs: Advantage/s and disadvantage/s of different payment methods - for these assessment criteria looking at payment methods, learners are required to think of both the advantages and disadvantages of at least two payment methods. They don't have to use the same two methods for both the advantages and the disadvantages, although it would make the most sense to do it that way. Level 2 (SCQF Level 5) learners are expected to give multiple advantages/disadvantages of the two payments i.e. at least two advantages for each payment method, and at least two disadvantages

of each payment method. In total that is at least four pieces of information for each payment method.

AC: ways to protect yourself from fraud - these assessment criteria are linked with some of the learning covered within the Digital Skills module and encourages learners to be aware of the types of scams and techniques that fraudsters use. Encourage learners to think about how they could use strong passwords on digital devices, have more than one password, if using online banking think about where and when they undertake these operations, what should they look out for when buying items online, what types of things do websites use to make it more secure for their customers, what type of information should they never give over the phone, and be aware of offers that are too good to be true.

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 own personal development needs**	1.1 Identify a personal strength	1.1 Give examples of your personal strengths	1.1 Describe your personal strengths
	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
2. **Be able to plan own personal development**	2.1 Set a target for personal development	2.1 Set targets for personal development	2.1 Set targets for personal development
			2.2 Explain your choice of targets
	2.2 State how you could meet this target	2.2 Produce a personal development plan with actions and dates for reviewing targets	2.3 Produce a personal development plan with actions and dates for reviewing targets
3. **Be able to review own personal development**	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

	Entry Level 3	Level 1	Level 2
4. **Be able to plan for future personal development**	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

Assessment Guidance
LO: Be able to plan for future personal development
AC: Explain how personal development can build resilience – an aspect of resilience is being able to cope with changes and uncertainty, not being phased or overly concerned if things don't always go according to plan, knowing that there are other options available to them. Therefore, personal development supports resilience by learners setting themselves a target and working towards it and being supported to look at different options along the way, having the opportunity of testing out some new ideas/ways of working, giving themselves stretching targets that might not be realised. However, for some learners the learning is in the failing as that is how they will become more resilient in the long-term.

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.

Learning Outcome	Entry Level 3	Level 1	Level 2
1. **Understand the value of work**	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
2. **Understand the world of work**	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
3. Understand the knowledge, skills and attributes that are valued in the workplace	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

Assessment Guidance

As a newly introduced unit, it would be a good precursor to both the Career Planning and Experiencing the World of Work units as it looks at introductory aspects which can be further explored in each of these units.

LO: Understand the value of work
AC: advantages of being in work – this assessment criteria is to encourage learners to consider the wider benefits of being in work, these might include having money, socialising, getting a sense of achievement, seeing different locations, having a purpose/reason to get up in the morning, it can be motivational, there are opportunities to learn new things.

LO: Understand the world of work
AC: Identify the information given on a payslip – some of the typical responses for this assessment criteria would be NI, tax, pension. This understanding will support learners when they are looking at applying for jobs as they will have the knowledge to understand that the salary or wage advertised is inclusive of these items and therefore, they should consider whether the advertised salary/wage is sufficient to support their personal lifestyle.

AC: Give examples of the rights of an employee – some of the typical responses would include Contracts of employment, Anti-discrimination legislation, Working hours and holiday entitlements, Sickness absence and sick pay, Data protection, Health and safety. Learners should be giving more detail than a simple list of these protections. Their understanding of the protections offered by these rights should be demonstrated in their responses.

LO: Understand the knowledge, skills and attributes that are valued in the workplace

AC: examples of interpersonal skills – the typical responses would include skills that rely on two or more people communicating and interacting with each other such as communication, team player, taking responsibility, active listening, leadership, patience.

AC: examples of behaviours – these could include examples such as turning up on time, presentable to customers, accuracy, positive attitude, willingness to learn, adaptable, embrace change, being responsible for your actions and not putting others at risk (health and safety).

AC: Describe the skills required in two different workplace – Level 2 (SCQF Level 5) learners need to look at two different workplaces and describe the skills that would be required in those workplaces. To support learners with this AC, it would be better if learners research two different workplaces so that they are exposed to different organisations and therefore gain a greater insight to what might be expected of them by future employers. Having gained this information, learners will be better equipped to select career options that are suited to the types of skills they have or would like to have.

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
1. Understand the purpose of presentations			1.1 Explain why presentations are used
	1.1 Give an example of when a presentation may be used	1.1 Give examples of different situations when presentations may be used	1.2 Give examples of different situations when presentations may be used
2. Be able to prepare for a presentation	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	2.3 Give examples of the benefits of

		before delivering a presentation	practising before delivering a presentation
3. Be able to deliver a presentation	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
4. Be able to review own presentation skills	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

Assessment Guidance
LO: Be able to deliver a presentation
AC: Give a presentation using at least one presentation aid – the term presentation aid is broad enough to include anything that enhances the learners' presentation for example PowerPoint slides, music, lighting effects, handouts etc.

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
1. Be able to plan a project	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
2. Be able to deliver a project		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
3. Be able to review the project	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

Assessment Guidance

LO: Be able to plan a project

AC: Create a plan for the project – this assessment criteria is the same across all three levels however, at Level 2 (SCQF Level 5) learners would be expected to provide more detail within their plans and cover more aspects of the project taking into account anything that might hinder the project, or any contingencies that should be considered in case things don't go according to the plan.

LO: Be able to deliver a project

AC: List sources of information to support the project – depending upon the type of project the word 'information' can be interpreted slightly differently. If the project is about undertaking some research, it would be about sourcing where that information can be found and accessed. If the project is more of an activity or of a practical concept, then the 'information' might be more about instructions or supervision that might need to be sourced so that the project can be completed.

AC: Deliver the project to agreed objectives – if the project-based learning is being undertaken by a group of learners, this assessment criteria should be individual to the learners. They should all be given different objectives that they can achieve as individuals that will support the project overall. If the learners are undertaking the Teamwork Skills unit, this AC can be used to support that unit as one of the examples of a team activity learners have participated in.

LO: Be able to review the project
AC: skills and knowledge you have developed by completing the project - learners should be looking at both aspects of learning here. By completing the project, they will have developed both practical skills and increased their knowledge, they should be encouraged to identify as many of these as they can so that they can build upon them in other learning programmes or other units within the Personal Development and Employability Skills qualification.

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. **Be able to understand the principles of environmental sustainability**	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. **Be able to understand the principles of global citizenship**	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. Be able to understand the principles of economic sustainability	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. Be able to participate in sustainable activities	4.1 Take part in an initiative which supports environmental, global citizenship or economic sustainability	4.1 Take part in an initiative which supports environmental, global citizenship or economic sustainability	4.1 Take part in an initiative which supports environmental, global citizenship or economic sustainability
			4.2 Outline ways you will continue to promote sustainability in the future

Assessment Guidance
LO: Be able to understand the principles of environmental sustainability
AC: examples of organisations / initiatives which work to protect the environment – there are many different types of initiatives at local, national, & global levels, for example urban farms, recycling centres, planting trees, litter picking, reducing plastic in oceans.

LO: Be able to understand the principles of global citizenship
AC: examples of organisations / initiatives which work encourages global citizenship – some examples of these initiatives are global organisations such as the UN or Human Rights groups, supporting indigenous people, Fair trade etc. At a national or local level some organisations could be homelessness charities, Equality Commission for Northern Ireland, local youth services

LO: Be able to participate in sustainable activities
AC: take part in an initiative – this assessment criteria has a wide-ranging reach and can be linked into many of the other units within the Personal Development and Employability Skills qualifications. Some examples of the initiatives that learners could be involved in are:
a promotional event for a sustainable cause,
fundraising,
litter picking,
recycling scheme,
volunteering,
training event.

Some initiatives that link to other units could be:
- an event/project that links to the community impact unit,
- an eco-business/fundraising idea that could link to enterprise unit,
- a promotional project that links to the project unit and/or presentation skills unit using research
- a food waste project that could link to the healthy eating unit
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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.

Learning Outcome	Entry Level 3	Level 1	Level 2
1. Understand the characteristics of an effective team	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
2. Be able to take part in team activities	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
3. Be able to learn from experiences of teamwork to improve own performance	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

Assessment Guidance

LO: Understand the characteristics of an effective team

AC: ways of communicating appropriately within a team - encourage learners to look at all forms of communication e.g., not just face to face but also include written communication, digital communication, online emails with colleagues etc

LO: Be able to take part in team activities

AC: Give examples of activities you have participated in as a team member – for all levels, there needs to be multiple assessment opportunities given to the learners for these criteria to be satisfied. The activities should be detailed teamwork activities that will enable them to be used to also complete the assessment criteria in Learning Outcome 3. Encourage the learners to undertake activities they could use in applications and interviews for jobs, ones that demonstrate a good breadth of teamwork skills that have been highlighted during Learning Outcome 1.

LO: Be able to learn from experiences of teamwork to improve own performance

AC: contribution/s you made during teamwork activities – for these assessment criteria the learner needs to identify the part they played in helping solve a problem, complete a task or move something to the next stage. At Level 2 (SCQF Level 5) the learners need to expand upon what it is they did and how that helped the overall activity.

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

1.Understand aspects of a successful enterprise	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
2.Be able to plan an enterprise project	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
3.Be able to carry out an enterprise project	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
4.Be able to review the enterprise project and your own performance	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

Assessment Guidance

LO: Be able to plan an enterprise project
AC: Contribute to undertaking some market research for the chosen enterprise project – each learner would be expected to contribute something different, for example they could be a contributing to a questionnaire or survey (either developing the questions or asking participants); they could research design ideas to base the research on; look up different costs of products or different suppliers so that they could ask about different price points as part of the market research.

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.

Learning Outcome	Entry Level 3	Level 1	Level 2
1. Be able to understand emotional wellbeing	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
2. Be able to understand physical wellbeing	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

Learning Outcome	Entry Level 3	Level 1	Level 2
3. Be able to understand how to respond positively to stress	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
4. Be able to take action to improve own wellbeing	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

Assessment Guidance

LO: Be able to understand how to respond positively to stress

AC: Give examples of physical and emotional signs of stress – Level 2 (SCQF Level 5) learners are expected to understand signs and symptoms of stress in more detail than learners at the other two levels. As such in addition to the physical signs of stress, emotional signs are also expected to be given as examples by the learners. Typical responses might include being more irritable, mood swings, having anxiety, difficulty concentrating or remembering things.

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
1. Understand how a balanced diet	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

contributes to a healthy lifestyle		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
2.Understand how culture and social media can impact on healthy eating choices			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
3. Be able to plan and make a healthy meal	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 Give examples of how to minimise hygiene risks when preparing food	3.5 Give examples of how to minimise hygiene risks when preparing food
	3.3 Prepare the chosen meal	3.4 Prepare the chosen meal	3.6 Prepare the chosen meal
			3.7 Give examples of skills used in preparing the meal
4. Be able to review own healthy eating practices	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

Assessment Guidance
LO: Understand how a balanced diet contributes to a healthy lifestyle

AC: components of a balanced diet – learners should consider the most up to date guidance by local and national government in terms of the components that are considered part of a balanced diet. To support this, centres might what to use the NHS website as a reference source.

LO: Understand how culture and media can impact on healthy eating choices
AC: Outline what is meant by body image – learners are encouraged to understand what the term means, and how this can be influenced by social media (linking in with another assessment criteria in this learning outcome). It is also about learners thinking about how body image could be linked with BMI, body shape and what is considered healthy or unhealthy.

AC: factors that may impact on dietary choices – there are many different factors that may influence a person's dietary choices for example:
Medical – health concerns (diabetes etc), allergies
Religion – kosher, Halal
Culture – vegan/vegetarian
Shopping experience – promotions in supermarkets affecting budgets, confusing labels on items so don't know what is healthy
Peer pressure – young people go with their friends to fast food outlet and not feel able to order a salad
Advertising

LO: Be able to plan and make a healthy meal
AC: Select a nutritional meal to make/cook – the differentiation in the levels here lies at Level 2 (SCQF Level 5) as the meal selected at this level requires cooking to take place. This means heat must be applied to at least one ingredient within the meal. For the other two levels the meal does not have to have heat applied, however it does need to be a substantial meal; solely making fruit kebabs, pieces of toast or milkshakes would not be considered a substantial or nutritional meal. Where possible incorporating the components of a balanced diet would be welcome. The meal that the learners choose to select and carry out should demonstrate their understanding of the wider concepts that have been taught/learnt within this unit.

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.

Learning Outcome	Entry Level 3	Level 1	Level 2
1. **Understand how physical activity can support emotional and physical wellness**	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	1.2 Give examples of how lack of physical activity can	1.2 Explain how lack of physical

	affect the human body	affect the human body	activity can affect the human body
			1.3 Outline recommended levels of physical activity
2. Be able to plan for physical activity	2.1 Identify resources and facilities which can support physical activity	2.1 Identify resources and facilities which can support physical activity	2.1 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
3. Be able to participate in physical activity	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. Review participation in physical activity	4.1 Identify what you enjoyed about taking part in a physical activity	4.1 Identify what you enjoyed about taking part in physical activities	4.1 Describe what you enjoyed about 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

Assessment Guidance

This unit encourages learners to look at how their lives can be more physically active. This might be by participating in more exercise and in the context of this unit exercise is a sub-component of physical activity. Research suggests that all physical activity positively contributes to overall health and wellbeing. It is about becoming more active rather than being sedentary.

Physical activity could include gardening; housework, fishing, taking the stairs instead of a lift etc. These are the types of small changes that can be undertaken by learners for this unit. The key here is that they are small changes that will have a lasting impact for the learner, and they will still be participating in these changes once the unit has been completed because they have made the change for themselves, not solely to complete a unit.

LO: Understand how exercise can support emotional and physical wellness
AC: Outline guidelines on recommended levels of physical activity – as mentioned above this unit is about exploring how learners can ensure their overall health and

wellbeing by being physically active. NHS websites can offer guidance about how active people should try to be, and this guidance is suitable for many different learners – those who are pregnant, those with different age ranges, learners with disabilities.

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

Appendix 3 - 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	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.

The learner has achieved 9 units at Level 2, which meets the number of units required to achieve the Extended Certificate. |

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

As of January 2023, a Failure to Submit charge of £50.00 per centre will be charged to centres that make claims in an assessment window but then fail to upload the requested samples by the deadline. This is a flat fee to cover the cost of the external moderation that had been requested by a claim being made.

Enquiries and Appeals

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

Bespoke External Moderation

Bespoke EM	£250.00

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

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.

Appendix 5 – England Funding

Qualifications eligible for ESFA funding in England

This information is only related to post 16 education in England and does not relate to funding for KS4 learners in England, or learners of any age in countries other than England delivering the qualifications.

In December 2020, the Department for Education set out a process to confirm which qualifications with low or no publicly funded enrolments (fewer than 100 in the previous three academic years) should have approval for public funding withdrawn for new post 16 education starts from 1 August 2022.

The list below confirms the PDE qualifications that are still eligible for post 16 education starts as of academic year 2022/23:

Qualification Aim	Qualification Title	Funded offers
60376673	Princes Trust Entry 3 Award in Personal Development & Employability Skills	16 to 19 Local flexibility
60376697	Princes Trust Level 1 Award in Personal Development & Employability Skills	16 to 19 Local flexibility
60376703	Princes Trust Level 1 Certificate in Personal Development & Employability Skills	16 to 19 Local flexibility
60376752	Princes Trust Level 2 Certificate in Personal Development & Employability Skills	16 to 19 Local flexibility

Correct as of 18th November 2022. Please check the gov.uk site Find a Learning Aim to confirm.