



NCFE Level 1 Award in Personal and Social Development

QN: 501/0672/7

NCFE Level 1 Certificate in Personal and Social Development

QN: 501/0591/7



Qualification Specification



Qualification summary

Qualification title	NCFE Level 1 Award in Personal and Social Development
Ofqual qualification number (QN)	501/0672/7
Guided learning hours (GLH)	70
Total qualification time (TQT)	70
Credit value	7
Nested suite	This qualification is part of a nested suite, including the following qualification: NCFE Level 1 Certificate in Personal and Social Development (501/0591/7)
Minimum age	Pre-16
Qualification purpose	This qualification is designed to support learners in developing a range of personal and social skills. It focuses on building knowledge, skills and understanding that support personal development and complement learning in a range of subjects and contexts.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Performance points	Please check the performance points data produced by the Department for Education (DfE) and available online.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 501/0672/7.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



Qualification title	NCFE Level 1 Certificate in Personal and Social Development
Ofqual qualification number (QN)	501/0591/7
Guided learning hours (GLH)	150
Total qualification time (TQT)	150
Credit value	15
Nested suite	This qualification is part of a nested suite, including the following qualification: NCFE Level 1 Award in Personal and Social Development (501/0672/7)
Minimum age	Pre-16
Qualification purpose	This qualification is designed to support learners in developing a range of personal and social skills. It focuses on building knowledge, skills and understanding that support personal development and complement learning in a range of subjects and contexts.
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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

These qualifications aim to:

- focus on the study of personal and social development skills to complement learning in other areas
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

The objectives of these qualifications are to:

- develop their personal and social skills to have them formally recognised
- build up their achievements in a way which is appropriate and meaningful for them.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

These qualifications are designed for learners aged pre-16 and above, working at level 1 which may encompass learners with mild learning difficulties and/or disabilities.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for these qualifications.

Centres are responsible for ensuring that all learners are capable of achieving the units and/or learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on these qualifications should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

Award

To be awarded this qualification, learners are required to successfully achieve a minimum of **4 units** and **a minimum of 7 credits** from the optional units in **Group A**. At least 5 credits must be achieved at level 1 or above.



Learners may wish to complete the additional units from **Group B** to gain extra credits, however, these units will not contribute to the overall credit value of the qualification.

Certificate

To be awarded this qualification, learners are required to successfully achieve a minimum of **8 units** and **a minimum of 15 credits** from the optional units in **Group A**.

Learners may wish to complete the additional units from **Group B** to gain extra credits, however, these units will not contribute to the overall credit value of the qualification.

Please refer to the list of units in Appendix A or the unit summaries in Section 2 for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression

Learners who achieve these qualifications could progress to independent living, supported employment and a range of other qualifications to meet their own progression requirements.

Resource requirements

There are no mandatory resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.



The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example, customers or service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

How the qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

These qualifications are internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 1 Award in Personal and Social Development and Level 1 Certificate in Personal and Social Development.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification Specification, all learners taking these qualifications must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

We have created some sample tasks for 18 of the internally assessed units, which can be found within a separate document in the member's area of the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge LO/LOs for 18 units and provide opportunities for stretch and challenge. For further information about contextualising these tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.



If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.



Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications, including grading, level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to these qualifications. This can be found in Section 3.

The glossary of terms in Appendix B provides definitions and explanations of the terminology used throughout the unit content.



Unit 01 Community action (M/502/0473)

Unit summary				
The aim of this unit is to encourage learners to participate in local community activities and understand the benefits of these activities for themselves and the community.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Demonstrate an understanding of the role that community groups play	1.1 Describe two different community groups and their activities
	1.2 State why these groups are important for the community
2. Demonstrate their involvement in community activities	2.1 Contribute to activities within the community
	2.2 Explain how the activities benefit themselves and the community
	2.3 With others, plan further activities to contribute/maintain benefits to the community

Range
1. Demonstrate an understanding of the role that community groups play
1.1 Community groups could include:
• faith groups • parent groups linked to local schools • local toddler groups • hobby or interest groups • neighborhood watch groups.

Delivery and assessment guidance
L02 The learner should contribute to activities that are manageable, take place in the local area, and are suitable for learners working at this level.



Unit 02 Developing self (K/502/0469)

Unit summary				
The aim of this unit is to introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Take an active role in their self-development	1.1 Describe personal strengths or abilities
	1.2 Select an area for self-development
	1.3 Explain why this area is important for their self-development
2. Be able to plan for their self-development	2.1 Prepare a plan for their identified area of self-development
	2.2 List activities, targets and timelines for their self-development
	2.3 Plan how to review progress towards achieving their targets
	2.4 Work through the agreed plan
3. Review their self-development and plan for the future	3.1 Review their self-development plan
	3.2 Suggest improvements and amendments to the plan
	3.3 Explain how they will continue with their self-development in the future

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.



Unit 03 Dealing with problems in daily life (L/502/0464)

Unit summary				
The aim of the unit is to introduce learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to recognise a straightforward problem and identify ways to tackle it	1.1 Describe a straightforward problem and describe its effects
	1.2 Suggest ways in which they might tackle the problem
	1.3 Select a way to tackle the problem and agree it with an appropriate person
2. Be able to plan and carry out activities to tackle a problem	2.1 Plan the activities needed to tackle the problem
	2.2 Identify resources to help tackle the problem
	2.3 Carry out planned activities
3. Be able to carry out a review of their methods and the skills they used in tackling the problem	3.1 Review the approach used to tackle the problem
	3.2 Describe what went well and what did not go so well
	3.3 Identify whether the problem has been solved

Delivery and assessment guidance
LO1 A straightforward problem is an appropriate problem for a learner working at Level 1 to tackle. The problem does not have to be solved to achieve the unit.



Unit 04 Environmental awareness (Y/502/0659)

Unit summary				
The aim of this unit is to encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Demonstrate an awareness of how the actions of humans affect the environment	1.1 Give examples of human behaviours which harm the environment
	1.2 Give examples of human behaviours which help the environment
	1.3 Identify ways to raise awareness about environmental issues
2. Demonstrate an understanding of environmental issues which affect the local area	2.1 Describe an environmental issue which has an impact on their local area
	2.2 Identify ways in which this issue can be tackled to bring about improvements
3. Carry out activities to help improve the environment in the local area	3.1 Describe activities that they can carry out to improve the local environment
	3.2 Carry out at least two activities to improve the local environment
	3.3 Describe the benefits of these activities for the local area
	3.4 Say what actions are needed to maintain improvements in the future

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.



Unit 05 Healthy living (F/502/0476)

Unit summary				
The aim of this unit is to introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to demonstrate activities which will improve their own lifestyle.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of leading a healthy lifestyle	1.1 Describe the key elements of a healthy lifestyle
	1.2 Explain why a healthy lifestyle is important
2. Demonstrate how they contribute to own healthy lifestyle	2.1 Select and carry out activities which contribute to a healthy lifestyle
3. Review the activities undertaken to maintain a healthy lifestyle	3.1 Carry out a review of their activities
	3.2 Describe what went well and areas for improvement
	3.3 Describe how the activities have improved their lifestyle
	3.4 Suggest further activities which could contribute to a healthy lifestyle

Delivery and assessment guidance
L03 Activity to contribute to a healthy lifestyle could be based around exercise (for example, walking or riding a bike instead of taking the car or bus, going to the local gym or participating in an exercise class at college, if one is available), eating healthily (for example, choosing a healthy lunch at the canteen, eating at least one fruit or vegetable a day).



Unit 06 Individual rights and responsibilities (K/502/0472)

Unit summary				
The aim of this unit is to raise the learner's awareness of their rights and responsibilities as an individual.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	1 credit	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand their individual rights	1.1 Give examples of their rights as an individual
	1.2 Give examples of barriers which may prevent the exercise of their rights
	1.3 Identify sources of support and information about rights and responsibilities and describe how these could help
2. Understand their individual responsibilities	2.1 Identify their responsibilities to themselves
	2.2 State their responsibilities to others
	2.3 Demonstrate how they take responsibility for themselves

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.



Unit 07 Making the most of leisure time (K/502/0651)

Unit summary				
The aim of this unit is to introduce learners to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to make the best use of their leisure time	1.1 Describe the benefits of participating in leisure activities
	1.2 Describe a range of leisure activities available to them
	1.3 Identify ways in which they can make the best use of their leisure time
2. Be able to participate in a range of activities	2.1 Make arrangements to take part in different leisure activities to include: • a relaxing activity • a challenging activity • an activity which involves learning a new skill.
	2.2 Take part in the activities
3. Carry out a review of the activities they have tried	3.1 Describe their experiences of the activities
	3.2 State their preference for one activity from those tried out and give reasons for this choice

Delivery and assessment guidance
L02 Leisure activities could be an activity they do alone or with other people and could be formal or informal as appropriate to the learner's own interests.



Unit 08 Managing own money (R/502/0479)

Unit summary				
The aim of this unit is to introduce learners to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to plan a personal budget	1.1 Prepare a personal budget plan which includes key information on income and expenditure 1.2 Use appropriate calculations when preparing the budget plan
2. Understand how to manage their personal finances	2.1 Identify relevant financial organisations which can provide information on current accounts, savings and loans 2.2 Identify an account to suit their purpose and say why it is appropriate
3. Know how to carry out transactions	3.1 Identify a range of ways in which purchases can be paid for 3.2 Carry out two different types of transaction 3.3 Use appropriate calculations and checking procedures during transactions

Range
1. Understand how to plan a personal budget
1.1 Income , for example:
- grants - income support - wages.
3. Know how to carry out transactions
3.1 Ways in which purchases can be paid for , for example:
- cash - cheque - credit/debit card.
3.3 Appropriate calculations , for example:
- adding columns - providing totals - subtracting to find a balance on a budget plan - checking, within reason, whether they have received the correct change - identifying whether they have enough cash for an item - carrying out simple checks to confirm accuracy during transactions.

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.



Unit 09 Managing social relationships (D/502/0470)

Unit summary				
The aim of this unit is to encourage learners to use appropriate behaviours when interacting with others in social situations.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to interact with others in a range of social situations	1.1 Identify at least two social situations in which they may need to interact with others
	1.2 Identify positive behaviours which can be used when interacting with others
	1.3 Explain why it is important to use positive behaviours when interacting with others
2. Demonstrate how to interact with others in a range of social situations	2.1 Take an active role in exchanges on different topics, with one or more people
	2.2 Use a range of appropriate behaviours when participating in the exchanges
	2.3 Use appropriate formal and informal communication techniques

Range
2. Demonstrate how to interact with others in a range of social situations
2.2 Appropriate behaviours , for example: • using appropriate body language • using an appropriate tone of voice • not standing too close to others • being aware of how loudly they are speaking • listening to and responding appropriately to others during exchanges.

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.



Unit 10 Parenting awareness (J/502/0656)

Unit summary				
The aim of this unit is to introduce learners to some of the issues facing new parents and encourages them to identify sources of help and support for new parents.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Demonstrate an understanding of the demands of having a baby	1.1 Identify the ways in which having a new baby can be emotionally and physically demanding 1.2 Identify the signs of stress that new parents may show, and describe the impact this may have on the family
2. Demonstrate an understanding of the sources of help and support available for parents	2.1 Describe the sources of help available for new parents 2.2 Describe the facilities in their local area which support parents with young children 2.3 Describe the benefits to new parents of help and support from a range of sources
3. Demonstrate an understanding of a parent's responsibility for keeping a baby safe and healthy	3.1 Describe a range of ways to ensure the safety and health of a baby 3.2 Give examples of when a parent should seek medical advice about their baby's health

Range
2. Demonstrate an understanding of the sources of help and support available for parents
2.1 Sources , for example:
- relatives - friends - health visitors - doctors - midwives - other informal and formal sources of support for new parents.

Delivery and assessment guidance
LO3, AC3.1 Learners should consider a range of ways to create a safe home environment for a baby, including identifying and reducing potential hazards. They should also consider how good hygiene practices help to prevent illness, alongside the role of immunisations in protecting babies from serious infectious diseases and supporting overall health and wellbeing.



Unit 11 Preparation for work (J/502/0477)

Unit summary				
The aim of this unit is to encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how own skills and qualities relate to those needed for working life	1.1 Describe personal and employability skills and qualities which employees need
	1.2 Describe their own skills, qualities and achievements
	1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace
	1.4 Suggest areas for improvement
2. Research personal career opportunities	2.1 Find out about a range of potential job roles which interest them
	2.2 Match their skills, qualities and achievements to a potential job role
	2.3 Identify and prepare key information needed for an application or interview

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.



Unit 12 Working as part of a group (R/502/0465)

Unit summary				
The aim of this unit is to help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to contribute to working as part of a group in appropriate ways	1.1 Suggest appropriate ground rules for working with others
	1.2 Contribute to the planning of group and individual activities
2. Demonstrate how to work as an effective group member	2.1 Work with others in a positive way to carry out individual and group activities
	2.2 Make suggestions appropriately
	2.3 Deal with instructions appropriately
	2.4 Deal with feedback appropriately
	2.5 Support others and ask for support when required
3. Review the group's progress and their contribution to it	3.1 Review the progress the group has made in working together
	3.2 Describe how they contributed to the work of the group
	3.3 Describe what went well and what went less well
	3.4 Suggest how they could improve their skills in working with others

Delivery and assessment guidance
LO1 The learner should suggest ground rules for working with others, either in a formal situation (such as a project or task) or an informal situation (such as working with friends). Ground rules may include agreeing roles and responsibilities, identifying tasks to be completed, agreeing the order of activities, and deciding what the group aims to achieve.



Unit 13 Working towards goals (J/502/0463)

Unit summary				
The aim of this unit is to help the learner to understand how to identify and work towards goals appropriately.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to identify and explain their goals	1.1 Describe own strengths and what they need to improve
	1.2 Identify at least one goal which is important for their development
	1.3 Explain why achieving this goal is important
	1.4 Agree the goal with an appropriate person
2. Prepare an action plan to meet their goal	2.1 Identify the activities needed to work towards the goal
	2.2 Identify timescales and deadlines for the achievement of the goal
	2.3 Identify the resources needed to support them in achieving the goal
3. Be able to review progress towards achieving their goal	3.1 Follow the activities outlined in the action plan
	3.2 Regularly review the activities and outcomes with an appropriate person
	3.3 Identify what has been achieved and what still needs to be done
	3.4 Amend the action plan to reflect their progress

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.



Unit 14 Planning an enterprise activity (F/501/5942)

Unit summary				
The aim of this unit is for learners to develop an understanding of how to set up an enterprise activity to sell a product or service, including calculating the costs and responsibilities involved.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	1 credit	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to select a suitable enterprise activity	1.1 Describe the strengths and weaknesses of generated ideas for an enterprise activity
2. Know appropriate roles and skills required for the enterprise activity	2.1 List roles and the practical and personal skills required for the enterprise activity
3. Understand the costs involved in producing and selling a product or service	3.1 Use basic calculations to show the cost of items and processes related to producing and selling the product or service
	3.2 Use basic calculations to show the final pricing of the product or service
4. Know appropriate promotional techniques	4.1 Provide appropriate promotional materials and methods for promoting the product or service

Delivery and assessment guidance
AC1.1 The learner should describe a minimum of two strengths and two weaknesses for at least three ideas for an enterprise activity.
AC4.1 The learner should provide a minimum of two materials and two methods of promotion.



Unit 15 Running an enterprise activity (F/501/5939)

Unit summary				
The aim of this unit is to provide learners with the opportunity to carry out an enterprise activity. Learners will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	1 credit	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to increase the likelihood of success in an enterprise activity	1.1 Describe features which would lead to the effective delivery of a chosen enterprise activity
2. Be able to complete an enterprise activity	2.1 Demonstrate selling a product or service, taking into account the practical and personal skills needed
3. Be able to review the success of the enterprise activity	3.1 Produce records to show the successes and failures of the enterprise activity

Delivery and assessment guidance
AC1.1 The learner should describe a minimum of three features. AC3.1 The records could include costings. It should clearly identify both the successes and failures of the enterprise activity.



Unit 16 The changing nature of society in the UK (K/600/3164)

Unit summary				
In the first part of the unit learners investigate why people migrate to, from and within the UK. The impact of migration on communities and benefits of cultural diversity is examined. The second part looks at the changing nature of UK society, drawing on examples of diversity in factors such as culture, traditions and values. The benefits of multiculturalism are considered. In the third part of the unit, learners are required to consider how community cohesion in a multicultural society can be encouraged through shared values.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	1 credit	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about identity	1.1 List factors which contribute to cultural identity 1.2 Outline why identity is important
2. Know about the changing nature of UK society	2.1 Outline reasons people migrate 2.2 Identify changes in UK society 2.3 Describe benefits of cultural diversity
3. Understand how community cohesion in a multicultural society can be encouraged	3.1 Explain how to encourage community cohesion in a multicultural society

Delivery and assessment guidance
AC1.1 The learner should provide a minimum of three factors.
AC2.1 The learner should provide a minimum of three reasons.
AC2.2 The learner should provide a minimum of three changes.
AC2.3 The learner should provide a minimum of three benefits.



Unit 17 Supporting others (H/501/6887)

Unit summary				
The aim of the unit is to help the learner to be able to provide support to others, including knowing what they can and cannot do to support others and why, being aware of health and safety issues, and reviewing the effectiveness of the support provided.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Identify others who need support	1.1 List the individuals who need support in different ways
	1.2 Describe the support needs of the individuals they have decided to support
2. Know what they can do to support others	2.1 State two ways they could support the individuals
	2.2 Agree how to support the individuals
3. Understand what they cannot do to support others and why	3.1 Explain what they cannot do to help or support
	3.2 Explain why they cannot help or support in this way
4. Be aware of relevant health and safety issues	4.1 List relevant health and safety issues
	4.2 Work safely
5. Be able to support others	5.1 Support the person or persons
6. Review the effectiveness of the support given	6.1 Identify what went well and what did not go well
	6.2 Identify the changes they would make if they provided the support again

Delivery and assessment guidance
AC4.1 The learner should provide a minimum of two health and safety issues.



Unit 18 Understanding personal identity (M/600/3134)

Unit summary				
Understanding the factors that contribute to a positive sense of personal identity.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	1 credit	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the main factors that influence personal identity	1.1 Describe personal identity
	1.2 Outline the factors that affect personal identity
2. Understand that self-esteem can change with personal circumstances	2.1 Discuss self-esteem
	2.2 Explain personal circumstances that can influence self-esteem
3. Be able to recognise and respond to influences on own self-esteem	3.1 Present influences on own self-esteem
	3.2 Give examples of links between own self-esteem and own confidence
	3.3 Demonstrate how to create a positive sense of self

Delivery and assessment guidance
AC1.2 The learner should provide a minimum of three factors.
AC2.2 The learner should provide a minimum of three circumstances.



Unit 19 Investigating a vocational area (T/600/3250)

Unit summary				
This unit is about selecting and researching a vocational area with regard to skills, knowledge and personal qualities.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to research a vocational area	1.1 Explain own reasons for interest in a specific vocational area
	1.2 Use relevant sources of information to research a vocational area, and explain what has been learned from each
	1.3 Describe three job roles associated with the vocational area
	1.4 Describe the skills, knowledge and personal qualities required to perform the job roles identified
	1.5 Explain how a learner might show that they meet the job specification for one of the job roles identified
2. Know how to develop the skills and knowledge for a chosen job role	2.1 Assess own current skills, knowledge and personal qualities relevant to the chosen job role
	2.2 Assess and prioritise areas for own development
	2.3 Prepare an action plan for developing skills and knowledge for the chosen job role

Delivery and assessment guidance
AC1.1 The learner should provide a minimum of two reasons.
AC1.2 The learner should use a minimum of two sources.



Unit 20 Preparing for your next steps (L/601/0110)

Unit summary				
The aim of this unit is to help learners to focus on personal career plans, recognising their skills and abilities. It will support learners to prepare and take the next steps into training or work.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	4 credits	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about personal career goals	1.1 Investigate potential career goals
	1.2 Describe next steps to achieve personal goals
	1.3 Identify barriers to achieving personal goals
2. Understand opportunities for training and work	2.1 Identify sources of information for training or employment
	2.2 List training opportunities
	2.3 Outline employment options
3. Know how to prepare for work or training	3.1 Outline personal skills
	3.2 Identify personal information for application forms or CV
	3.3 Describe skills and knowledge required for identified career path
4. Know about the recruitment process	4.1 Identify the steps to recruitment
	4.2 Describe the importance of personal preparation for interview

Delivery and assessment guidance
AC1.1, 1.2, 1.3 The learner should identify a minimum of two career goals and describe the next steps, identifying the barriers to all of their goals.
AC2.1 The learner should identify a minimum of two sources.
AC2.2 The learner should give a minimum of two opportunities.



Unit 21 Healthy eating for families (R/601/0108)

Unit summary				
The aim of this unit is to introduce learners to the principles of a healthy diet for families and children, including groups who may have particular food restrictions.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	4 credits	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of a balanced diet	1.1 List the main food groups
	1.2 State what is meant by a balanced diet
	1.3 State the effects of a balanced diet on health
2. Know about good eating habits for families	2.1 Outline the importance of family mealtimes
	2.2 Describe ways to encourage children to eat healthily
	2.3 Identify a healthy meal for children
3. Know special food requirements for groups and individuals	3.1 Identify food restrictions for religious groups
	3.2 Outline special dietary requirements
	3.3 Identify food allergies
4. Know how to handle and store food safely	4.1 Give reasons for hand washing before food preparation
	4.2 State hazards of poor food storage and preparation
	4.3 Identify ways to prevent cross contamination of food

Delivery and assessment guidance
AC1.1 List the five main food groups. AC1.3 List 3 effects of a healthy balanced diet. AC2.2, 2.3 The learner can describe two ways to encourage children to eat healthily. One healthy meal for children must be identified. AC3.1, 3.2 The learner can identify two food restrictions for: religious requirements and special dietary requirements. AC3.3 Identify a minimum of two food allergies. AC4.1 Give three examples of when we must wash our hands. AC4.2 List a minimum of two examples of poor food storage and preparation. AC4.3 Identify three ways to prevent cross contamination of food.



Unit 22 Supporting babies to play (J/601/3409)

Unit summary				
The aim of this unit is to help learners gain understanding of development areas and learn about the adult's role in supporting babies to play.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 1	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how babies' development is supported by play	1.1 State ways that babies' development is supported by play in the following areas: - physical - social and emotional - intellectual and language. 1.2 Give examples of how the individual needs of babies can be supported through play
2. Know about play activities for babies	2.1 Identify benefits of play activities for children in the following ages: - babies from birth to 3 months - babies from 4 months to 7 months - babies from 8 months to 11 months - babies from 12 months to 15 months.
3. Know the role of the adult in providing play for babies	3.1 Identify the adult's role in ensuring that babies can play safely 3.2 Give examples of how adults encourage babies to play

Delivery and assessment guidance
AC1.2 Give two examples of how play can support a baby's individual needs.
AC3.2 The learner can give two examples of how the adult can encourage babies to play.



Unit 23 Contraception information (R/601/3459)

Unit summary				
The aim of this unit is to look at the different methods of contraception and their strengths and weaknesses and possible risks. It will also provide information on where to go for contraception advice and support.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Optional	Achieved/not yet achieved	Entry level 3	1 credit	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about contraception	1.1 List methods of contraception 1.2 State the strengths and weaknesses of each method of contraception listed
2. Know where to seek advice in relation to contraception	2.1 Identify where support on contraception can be obtained 2.2 Give examples of professionals available to talk to individuals about contraception

Delivery and assessment guidance
AC1.1, 1.2 The learner can list at least two methods of contraception. For each method the learner must identify any strengths or weaknesses for each method of contraception listed. AC2.1 The learner can identify at least two sources of support for contraception. AC2.2 Give two examples of professionals that could help with advice about contraception.



Unit 24 Tackling number problems (A/502/3568)

Unit summary				
This unit looks at some of the basic arithmetical computations that are common to most places of work and looks to show why these are relevant and important skills to have. In essence, the unit looks to go over the numeracy associated with money and quantities.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Additional	Achieved/not yet achieved	Level 2	2 credits	12 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to solve common financial problems in a place of work context	1.1 Demonstrate accurate completion of 2 straightforward financial problems
	1.2 Demonstrate how the problem or solution could be shown graphically using appropriate methods and labelling
2. Be able to solve and present straightforward work-based problems to do with quantities	2.1 Demonstrate accurate completion of 2 straightforward problems to do with quantities
	2.2 Demonstrate how the problem or solution could be shown graphically using appropriate methods and labelling
3. Be able to solve and present straightforward work-based problems to do with fractions and percentages	3.1 Demonstrate accurate completion of one straightforward problem to do with fractions and one to do with percentages
	3.2 Demonstrate how the problem or solution could be shown graphically using appropriate methods and labelling

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.



Unit 25 Job search skills (D/502/3577)

Unit summary				
This unit introduces learners to the necessary knowledge and skills to carry out searches for jobs and making applications. The unit will cover identifying the best places to look for suitable job opportunities, using job searching resources and knowing who can support them to look for work. The unit then explores the different ways learners can look to find work and starts with a personal career plan and review. The learners then move on to review the local job market and assess their individual prospects.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Additional	Achieved/not yet achieved	Level 2	1 credit	6 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand where and how to search for jobs	1.1 Describe 3 possible sources of job vacancies and provide examples from each. One of these sources should be accessed via the internet 1.2 Describe the support networks that are available to them to help them find work or training 1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by accessing one of the support networks and acting on the advice and guidance given
2. Know how to develop a personal career plan	2.1 Describe the purpose of a career plan and detail the types of information it needs to contain 2.2 Create a career plan for themselves following appropriate conventions regarding contents and layout
3. Know how to assess their individual prospects against potential opportunities	3.1 Create and present an appraisal of the job and/or training prospects available to them and their readiness to take advantage of any opportunities available. The appraisal addresses: • their achievement and work experience to date • any further study or learning.

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.



Unit 26 Interview skills (K/502/3579)

Unit summary				
This unit applies learning to the specific context of the job interview.				
Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Additional	Achieved/not yet achieved	Level 2	1 credit	6 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what preparation is required before taking part in an interview	1.1 Describe the types of questions that are asked at interview, including questions about the: • job itself • working conditions • learner.
	1.2 Describe the type of preparation that needs to take place in the run up to an interview, including things like: • where to go and how to get there in good time • how to present themselves (manner and dress) • anticipating what might be asked and how they will respond • questions the learner might want to ask.
	1.3 Prepare to take part in an interview situation, rehearsing what they will say and how they will say it
2. Know how to conduct themselves during an interview	2.1 Conduct themselves appropriately in an interview situation, showing they can demonstrate appropriate: • use of language • use of body language • dress sense • punctuality and formality.
3. Be able to reflect on their preparation and performance in an interview situation	3.1 Review their performance in an interview situation identifying where there might be room for improvement
	3.2 Describe how this appraisal can be used to inform the preparation stage next time they take part in the interview process

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in these qualifications are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.



Section 3: explanation of terms

This table explains how the terms used at **level 1** in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Set out the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of these qualifications and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Other support materials

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of these qualifications may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Version 3.3 October 2026

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Group A optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 01	M/502/0473	Community action	1	2	20	
Unit 02	K/502/0469	Developing self	1	2	20	
Unit 03	L/502/0464	Dealing with problems in daily life	1	2	20	
Unit 04	Y/502/0659	Environmental awareness	1	2	20	
Unit 05	F/502/0476	Healthy living	1	2	20	
 Unit 06	K/502/0472	Individual rights and responsibilities	1	1	10	
Unit 07	K/502/0651	Making the most of leisure time	1	2	20	
Unit 08	R/502/0479	Managing own money	1	2	20	



	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
★	Unit 09	D/502/0470	Managing social relationships	1	2	20	
	Unit 10	J/502/0656	Parenting awareness	1	2	20	
	Unit 11	J/502/0477	Preparation for work	1	2	20	
	Unit 12	R/502/0465	Working as part of a group	1	2	20	
★	Unit 13	J/502/0463	Working towards goals	1	2	20	
	Unit 14	F/501/5942	Planning an enterprise activity	1	1	10	
★	Unit 15	F/501/5939	Running an enterprise activity	1	1	10	
	Unit 16	K/600/3164	The changing nature of society in the UK	1	1	10	
★	Unit 17	H/501/6887	Supporting others	1	3	22	
	Unit 18	M/600/3134	Understanding personal identity	1	1	10	
	Unit 19	T/600/3250	Investigating a vocational area	2	2	16	
	Unit 20	L/601/0110	Preparing for your next steps	1	4	36	



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 21	R/601/0108	Healthy eating for families	1	4	36	
Unit 22	J/601/3409	Supporting babies to play	1	3	27	
Unit 23	R/601/3459	Contraception information	Entry level 3	1	10	

Group B additional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 24	A/502/3568	Tackling number problems	2	2	12	
Unit 25	D/502/3577	Job search skills	2	1	6	
Unit 26	K/502/3579	Interview skills	2	1	6	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



Appendix B: glossary of terms

This glossary explains how the terms used in the unit content are applied to these qualifications.

Accurately	Learner carries out all stages of a process correctly and without errors (see mostly accurately).
Advanced ways	Solutions may be more complex or more considered. For example – my table was unsteady so I shaved a little bit off some of the legs (see basic ways and considered ways).
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where learners are directed.
Application	Using skills or knowledge to complete a specific task. Using technical language.
Balanced conclusions	All arguments are considered in making a conclusion (see reasoned conclusions).
Basic ways	Straightforward, mostly obvious ideas or solutions. For example – my table was unsteady so I put a rubber foot on one leg (see advanced ways and considered ways).
Complex task/brief	A task/brief made up of several interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements (see technical problems).
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (see limited experimentation and simple experimentation).
Considered ways	Ideas or solutions show some degree of thought (see advanced ways and basic ways).
Correctly applies	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context (see use).
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the tutor/assessor.
Effective solutions	Solutions are appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting some paper under the leg, but you could efficiently solve it by shaving some off the other legs (see possible solutions).
Efficiently solves	Solves in a manner appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting a rubber foot on one leg, but you could efficiently solve it by shaving some off the other legs.
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (see specialist terms/language and technical terms/language).



Format of source	The style of information – for example a questionnaire, a report, an observation, interview (see type of source).
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (see technical understanding).
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (see considered experimentation and simple experimentation).
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome (see accurately and some degree of accuracy).
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution (see effective solutions).
Range	Frequent use of most common words/techniques/materials (see some and wide range).
Reasoned conclusions	Explanations are provided as to why a conclusion was made (see balanced conclusions).
Simple experimentation	Straightforward, most obvious experimentation is carried out (see limited experimentation and considered experimentation).
Some	Occasional use of most common words/techniques/materials (see range and wide range).
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (see accurately and mostly accurately).
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (see straightforward examples).
Specialist skill	Advanced technical skills in context (see technical skills).
Specialist terms/language	Advanced technical terms in context (see everyday language and technical terms/language).
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (see sophisticated examples).
Technical problems	A problem specific to the vocational area. This could include equipment and processes. For example, catering – cake not rising; photography – image overexposed (see complex technical problems).
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (see specialist skills).
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation. Photography – ISO, aperture, lens types. Catering – texture, presentation, flavour components (for example salt, sweet, umami, spice), knife types and uses, nutritional value. Sports – joint care, nutrition, treatment of sports injuries. Ceramics – kiln temperature settings, glaze mixing, properties of specific clays (see everyday language and specialist terms/language).



Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (see general understanding).
Type of source	The place that the information comes from – for example the internet, a museum visit, staff, visitors (see format of source).
Use	Applying general or basic skills or knowledge to a task (see correctly applies).
Wide range	Uses all relevant words/techniques/materials that could be expected at the level (see range).



Change history record

Version	Publication date	Description of change
v3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
v3.2	June 2022	Information regarding entry guidance added to Section 1. Information regarding support handbooks added to Section 1. Information added to Section 3 to confirm that unless otherwise stated in this specification, all learners taking these qualifications must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
v3.3	October 2026	<u>Unit 17 Supporting Others (H/501/6887) has been amended to improve inclusivity and ensure consistent use of inclusive language throughout the unit</u> <u>Unit 22 Supporting babies to play (J/601/3409) AC2.1 has been updated to focus on identifying benefits of play activities for children and AC2.2 has been removed.</u> Minor amends have been made for spelling and grammatical errors. The delivery and assessment guidance has been reviewed and streamlined throughout.