

NPTC Entry Level Award, Certificate and Diploma in Skills for Working Life (QCF) (Entry 2 and 3)



Entry Level Award in Skills for Working Life (Entry 2 and Entry 3)

The purpose of the qualification is to provide an opportunity for learners to have their achievements, however small, recognised. The qualification would be suitable for learners who are not yet able to achieve a qualification at certificate size.

Credits required:

The minimum requirement for the qualification is 6 credits.

Credits can be achieved at Entry 2 or Entry 3 allowing learners to achieve a 'spiky' profile. The award would be suitable for learners of all ages wishing to have bite-sized achievements recognised and to act as a stepping stone to further credit and possibly a certificate sized qualification at Entry Level.

Aims

The aims of the qualification could include some or all of the following (depending upon the choice of units):

- Assist learners in personal and work related skills which could provide opportunities for further learning and the achievement of more credit;
- Provide motivation and recognition of progress and achievement through bite-sized learning;
- Provide progression opportunities into further learning, training and potential (supported) employment;
- Provide opportunity for progression to a larger qualification (certificate or diploma) at Entry Level and potentially to Level 1 with a view to possible sustainable employment or an Apprenticeship;
- Develop personal and inter-personal skills to enable the learner to enhance their quality of life and behaviour within accepted norms and to develop independent living;
- Develop an awareness of the need to operate safely in a particular environment;

- Provide opportunities for experiential learning;
- Provide basic understanding of industrial practice through performing routine tasks;
- Develop mental and physical co-ordination, dexterity, mobility and confidence

Entry Level Certificate in Skills for Working Life (Entry 2 and Entry 3)

The purpose of the qualification is to provide a certificate sized qualification for learners of all ages which will develop a wide range of personal, inter-personal and work-related skills, learned through the context of vocational areas.

Credits required:

The minimum credit requirement for the qualification is 22 credits.

Credits can be achieved at Entry 2 or Entry 3 allowing learners to achieve a 'spiky' profile.

Aims:

The aims of the qualification could include some or all of the following (depending upon the choice of units):

- Assist learners in personal and work related skills which could provide opportunities for (supported) employment;
- Provide progression opportunities into further education (including Foundation Diplomas or GCSEs) and/or training;
- Provide opportunity for progression to a larger qualification (diploma) at Entry Level or to Level 1 with a view to possible sustainable employment or an Apprenticeship;
- Develop personal and inter-personal skills to enable the learner to enhance their quality of life and behaviour within accepted norms;
- Develop an awareness of the need to operate safely in a particular environment;
- Provide opportunities for experiential learning;
- Provide basic understanding of industrial practice through performing routine tasks;
- Provide motivation and recognition of progress and achievement through the accumulation of credit via controlled and structured assessment;
- Develop mental and physical co-ordination, dexterity, mobility and confidence.

Entry Level Diploma in Skills for Working Life (Entry 2 and Entry 3)

The purpose of the qualification is to provide a diploma sized qualification for learners of all ages which will develop a wide range of personal, inter-personal and work-related skills, learned through the context of vocational areas.

Credits required:

The minimum credit requirement for the qualification is 37 credits.

Aims:

Credits can be achieved at Entry 2 or Entry 3 allowing learners to achieve a 'spiky' profile. The aims of the qualification could include some or all of the following (depending upon the choice of units):

- Assist learners in personal and work related skills which could provide opportunities for (supported) employment;
- Provide progression opportunities into further education (including Foundation Diplomas or GCSEs) and/or training;
- Provide opportunity for progression to other qualifications at Entry Level or to Level 1 with a view to possible sustainable employment or an Apprenticeship;
- Allow a wide range of vocational, personal, social and employability skills to be developed through the accumulation of credit;
- Develop personal and inter-personal skills to enable the learner to enhance their quality of life and behaviour within accepted norms;
- Develop an awareness of the need to operate safely in a particular environment;
- Provide opportunities for experiential learning;
- Provide basic understanding of industrial practice through performing routine tasks;
- Provide motivation and recognition of progress and achievement through the accumulation of credit via controlled and structured assessment;
- Develop mental and physical co-ordination, dexterity, mobility and confidence.

Target Groups

The qualification is available to all age ranges. The qualification is appropriate for young learners aged 14 - 19 and also for adults who wish to move to supported employment or to increase their levels of independence. It is also appropriate for learners at Key Stage 4 to work towards a Foundation (Level 1) Diploma. The qualification could also be appropriate for young people aged 16-18 and adult learners to progress into sustainable employment and possible Apprenticeship.

Recommended Prior Learning

There are no requirements for prior learning to these qualifications, but it is important that the learners' physical and mental facility, to perform and extend existing skills, is sufficient for them to complete the assessments.

Entry Level Definitions

The following descriptors are taken from the QCA publication '*The Regulatory Arrangements for the Qualifications and Credit Framework*' (August 2008).

Entry 2

Achievement at Entry 2 reflects the ability to use skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.

Entry 3

Achievement at Entry 3 reflects the ability to make use of skills knowledge or understanding to carry out structured tasks and activities in familiar contexts with appropriate guidance where needed.

Qualification requirements

Please note: qualifications will be awarded at the level of which the majority of the credits making up 50% or more of the achievement are submitted, i.e. if over 50% of the credits were done at level 2, the qualification will be certificated at level 2.

Award

To achieve the NPTC Entry Level Award in Skills for Working Life, learners need to achieve a **minimum of 6 credits** from any of the units within the qualification

Certificate

Endorsed Certificate with broad vocational group - land-based animals

To achieve the NPTC Entry Level Certificate in Skills for Working Life (endorsed), learners need to achieve a **minimum of 22 credits** with a minimum of the following:

6 credits from group A (Preparing for Work)

6 credits from group B (Personal and Social Development)

10 credits from a broad vocational area (i.e. groups D or E or F or G)

Diploma

Endorsed Diploma with broad vocational group - land-based animals

To achieve the NPTC Entry Level Diploma in Skills for Working Life (endorsed), learners need to achieve a **minimum of 37 credits** with a minimum of the following:

6 credits from group A (Preparing for Work)

6 credits from group B (Personal and Social Development)

25 credits from a broad vocational area (e.g. groups D or E or F or G)

Note: The Diploma cannot be endorsed with a specific vocational group

Certification

These are assessed through observation of tasks or activities. Evidence of ability to achieve the assessment should be derived from actual performance in a realistic environment (this may be a work environment). The realistic environment should meet the following:

- Facilities, tools and equipment provided are fit for purpose
- It is safe and free from hazards
- It is adequate to enable the learner to undertake the activities specified
- The activity reflects safe working methods and practices.

It is expected, wherever possible, for 'recognition activities' in assessments that actual items are used e.g. hand tools, animals. Where this cannot be achieved or provided, pictures may be used. It is important that learners are able to recognise and understand the relationship between pictures and actual items.

Learners will receive a Certificate of Unit Credit for each module completed.

i.e. when assessment record sheets have been successfully completed and results are submitted

Candidates achieving one or more assessment components will receive a Certificate of Unit Credit listing the assessment components achieved. Candidates achieving the number and combination of assessment components required for the Certificate will, in addition, be issued a Certificate

Assessment

The learner will be watched by their trainer, at a pre-agreed time, completing a task which they have learned to do and practiced. The trainer will give them a score. This will be backed up by a portfolio of evidence which the learner will gather with the help and support of the trainer. Unplanned assessments may take place if the learner is completing a task well and is happy to be assessed based on that time. There is no limit to the number of attempts that a learner may take to achieve the qualification. Once the required level of competence has been demonstrated by the learner there is no need to carry out additional assessments on that specific element of skill.

The learner will have assessment record sheets for each unit and on these will be the details of the tasks they need to complete, things they need to know and understand in order to complete the unit. This could include the following activities:

Practical activities

Knowledge Evidence

This can be assessed using a variety of different methods which are suitable for the individual learner and do not cause any unnecessary barriers to achievement. For example, if the learner has literacy difficulties, oral questioning may be used and the answers recorded on behalf of the learner. If the learner's literacy skills allow, assessors may use a centre devised work sheet, such as a gapped handout. A combination of methods could be used. The evidence generated needs to be kept in the learner's portfolio of evidence.

Scoring System - Descriptors

The Assessment Record Sheets detail the assessment criteria against which the learner is assessed. For **practical evidence** tasks:

1. The learner can complete part of the task with significant physical and verbal assistance
2. The learner completes the task with some physical assistance
3. The learner completes the task with some verbal assistance
4. The learner can complete the task unaided*

*In some instances, assistance is allowed and this is made explicit in the Assessment Record Sheet and guidance. For example, assistance may be given when re-assembling horse tack once it has been cleaned. The Assessor needs to record a score (not just a tick) to indicate whether an activity has been successfully completed. For the **knowledge evidence**, the long box next to the evidence requirements needs to be ticked by the Assessor when the learner has achieved that particular knowledge requirement. Certification requires the learner to achieve a score of 4 in each practical activity and a tick against each knowledge requirement in order to be certificated where the unit is practical and knowledge based. Where a unit is knowledge only, then there must be a tick against each of the knowledge requirements.

Portfolio of Evidence

To ensure that a learner has achieved a satisfactory level of attainment of knowledge evidence, answers should be recorded in their assessment portfolio of evidence.

The portfolio should contain:

- learner information
- a photograph of the learner (this is not an absolute requirement, but if there is one available it can be used as long as appropriate permission has been gained)
- a list of units achieved including a signed statement by the internal verifier to authenticate the portfolio and to ensure that it relates to the appropriate learner
- assessment plan (s)
- learner's Assessment Record Sheets
- knowledge evidence

It will be a requirement that this portfolio is retained for scrutiny by the External Verifier to support the completed learner records of assessment prior to certification.

The evidence gathered for the portfolio can take a number of forms but should be focussed on the learner's activities in meeting the **knowledge evidence** requirements.

Acceptable forms of evidence could be:

- written answers completed by the learner or scribe (approved and marked by Assessor)
- audio tape – learner's recorded answers
- sketches and labelled drawings
- computer generated print outs of written answers/and or pictures
- completion of 'gapped' sentences/handouts
- photographs
- DVD or video

Written evidence should be marked, signed and dated by the Assessor. The Learner should also sign and date the evidence.