



CCEA Entry Level Specification in Learning for Life and Work

For first teaching from September 2015
For first award in Summer 2016

Subject Code: 4810

Learning for life and work

Foreword

This booklet contains the specification for CCEA's Entry Level in Learning for Life and Work for first teaching from September 2015. We have designed this qualification to meet the requirements for Entry Level 1, 2 and 3.

We will make the first award at unit and at qualification level in Summer 2016.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

You will find the most up-to-date version of this specification on our website www.ccea.org.uk

QAN 601/5602/8

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1 Introduction

This specification sets out the content and assessment arrangements for our Entry Level Learning for Life and Work course. First teaching begins in September 2015. We will make the first award at unit level and at qualification level in Summer 2016.

There are 120 guided learning hours (GLH) for this qualification. This indicates the approximate number of hours needed for teacher-directed learning time and assessment.

1.1 Aims

This specification gives learners the opportunity to:

- develop their ability to recognise, be aware of and know about cultural diversity and equality;
- develop their ability to recognise, be aware of and know about rights and responsibilities;
- develop their ability to recognise, be aware of and understand their emotions;
- develop their self-management skills;
- develop their understanding of the world of work and be aware of employment opportunities and the skills needed for employment;
- develop an understanding of entrepreneurship and participate in an engaging enterprise; and
- develop their independence skills and awareness of methods of transport and how to use them within Northern Ireland.

1.2 Key features

The key features of the specification appear below:

- There are nine units which are available at each level; learners must complete six to achieve a full qualification.
- Learners can gain a qualification at Entry 1, Entry 2 or Entry 3, depending on the level of the units they achieve. Refer to Section 4.7 for the combination of units required to achieve each Entry Level qualification.
- The specification provides learners with opportunities to build on knowledge, skills and capabilities developed in Learning for Life and Work at Key Stage 3.
- The specification provides a progression route to further learning.
- It supports learners to live and work in a diverse society.
- It develops skills which support more independent learning.
- It supports learners to develop emotional awareness.
- It develops skills that prepare learners for working and adult life.
- It supports learners to participate in a real working environment.
- It provides opportunities for learners to make real decisions, and focuses on active learning and learner participation.
- It places a value on the learners' experiences and ability to contribute to society.
- Teachers carry out the assessment, and we carry out external moderation.

1.3 Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Level, Level 1 or Level 2, GCSE qualifications, or other related training courses.

1.4 Qualification Accreditation Number

Every qualification listed on the Register of Regulated Qualifications is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 601/5602/8.

2 Specification at a Glance

The following table summarises the structure of this qualification. Learners must complete six of the nine units offered to complete the qualification. Learners can achieve Entry 1, 2 or 3 within each unit.

Entry 1, 2 and 3

Content		GLH	Assessment and Availability
Local and Global Citizenship	Unit 1: Learning to Live Together	20	Learners must complete a portfolio of evidence.
	Unit 2: My Rights and Being Responsible	20	
Personal Development	Unit 3: Developing My Self-Management Skills	20	Teachers assess the work, and we carry out external moderation. Centres can submit unit assessment outcomes in Summer, beginning in Summer 2016.
	Unit 4: Getting to Know Myself	20	
	Unit 5: Travelling in My Community	20	
Employability	Unit 6: Workplace Learning	20	
	Unit 7: Applying for Jobs and Courses	20	
	Unit 8: Planning My Business	20	
	Unit 9: Making My Business Work	20	

3 Qualification Content

3.1 Unit structure of the qualification

To achieve a CCEA Entry Level in Learning for Life and Work at Entry 1, Entry 2 or Entry 3, learners must complete six of the nine units from this specification:

- one unit from Local and Global Citizenship:
 - Unit 1;
 - Unit 2;
- two units from Personal Development:
 - Unit 3;
 - Unit 4;
 - Unit 5; and
- three units from Employability:
 - Unit 6;
 - Unit 7;
 - Unit 8; or
 - Unit 9.

The details that follow include:

- unit titles; and
- learning outcomes and assessment criteria for each level.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes at that level within the unit.

3.2 Unit 1: Learning to Live Together

Unit purpose and aim: To develop an understanding of cultural diversity and equality.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise ways that a young person can express their cultural identity	1.1 identify two ways a young person can express their cultural identity from given material;
2. Be able to recognise when people are treated unfairly	2.1 identify two examples of treating someone unfairly from given material; 2.2 identify two feelings a person might experience if they are treated unfairly from given material; and
3. Know why it is important to treat people equally	3.1 identify two reasons why people should be treated equally from given material.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise ways that a young person can express their cultural identity	1.1 communicate from given material two ways a young person can express their cultural identity;
2. Be able to recognise when people are treated unfairly	2.1 communicate from given material two examples of treating someone unfairly; 2.2 communicate from given material two feelings a person might experience if they are treated unfairly; and
3. Know why it is important to treat people equally	3.1 communicate from given material two reasons why people should be treated equally.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise ways that a young person can express their cultural identity	1.1 give two examples of ways a young person can express their cultural identity;
2. Know what discrimination means	2.1 explain what discrimination means; 2.2 give examples of discrimination, for example age, race, disability religion, gender, sexual orientation; 2.3 outline how discrimination can affect people;
3. Know why it is important to treat people equally	3.1 give two reasons why people should be treated equally;
4. Know how laws can reduce discrimination	4.1 explain how equality laws can help to reduce discrimination; and 4.2 give two examples of equality laws.

3.3 Unit 2: My Rights and Being Responsible

Unit purpose and aim: To develop an awareness of individual rights and responsibilities.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be aware that as individuals they have rights	1.1 recognise two basic rights of the individual;
2. Be aware that they have the right to express their ideas, views and opinions	2.1 recognise two ways that they can express their ideas, views and opinions; 2.2 identify two situations when they have expressed their ideas, views or opinions;
3. Be aware of individual responsibilities	3.1 recognise that individuals have responsibilities; and 3.2 identify two examples to show how they have demonstrated personal responsibility.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be aware that as individuals they have rights	1.1 give two examples of their rights;
2. Be aware that they have the right to express their ideas, views and opinions	2.1 give two examples of ways they can express their ideas, views and opinions; 2.2 outline two situations when they have expressed their ideas, views or opinions;
3. Be aware of individual responsibilities	3.1 communicate why individuals should be responsible; and 3.2 give three examples to show how they have demonstrated personal responsibility.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know some of their rights as individuals	1.1 explain individual rights using three examples;
2. Understand why rights are important	2.1 demonstrate an understanding of why individual rights are important using three examples;
3. Understand the importance of being able to freely express their ideas, views and opinions	3.1 demonstrate how they can express their ideas, views and opinions by giving examples; 3.2 explain why it is important for individuals to be able to freely express their ideas, views and opinions; 3.3 select a current cause or issue and communicate their views to others;
4. Understand the importance of individual responsibility	4.1 demonstrate three ways in which they can be responsible individuals; 4.2 explain why it is important for individuals to act responsibly; and 4.3 demonstrate when they have showed respect for the views of others.

3.4 Unit 3: Developing My Self-Management Skills

Unit purpose and aim: To develop self-management skills.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise what they are good at and in what areas they could make improvements	1.1 recognise, from given material, three areas related to learning and/or everyday life that they are good at; 1.2 recognise, from given material, three areas related to learning and/or everyday life that they could improve on; 1.3 select one area they could improve on from given material;
2. Be able to set a personal improvement target	2.1 recognise one target from given material which helps them to improve their performance in relation to learning and/or everyday life; and
3. Be able to recognise what they could do to achieve their target	3.1 recognise one action they could take to help meet their target.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise what they are good at and the areas they could improve on	1.1 identify three areas related to learning and/or everyday life that they are good at; 1.2 identify three areas related to learning and/or everyday life that they could improve on; and 1.3 identify one action they could take to improve one of the areas they have identified.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Be able to set a personal improvement target	2.1 identify one target to help them improve their performance in relation to learning and/or everyday life;
3. Be able to plan actions to achieve their target	3.1 identify three actions they require to meet their target; 3.2 give dates to complete their actions; and 3.3 evaluate their target and judge whether or not they met it.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise what they are good at and the areas they could improve on	1.1 review and classify their learning and everyday life in relation to skills and qualities into strengths and weaknesses; 1.2 work with a peer or adult to review their learning and everyday life and agree changes if required; 1.3 select two areas to improve on;
2. Be able to set personal targets for improvement	2.1 choose two targets to help them improve their performance in relation to learning and everyday life;
3. Be able to plan and review actions to achieve their targets	3.1 produce an action plan which includes information about: (a) actions needed; (b) who will take the action; (c) dates for completion; and (d) date for review; 3.2 evaluate, with two strengths and two weaknesses, what they did in the action planning process; and 3.2 outline three things that they have learned from the action planning process.

3.5 Unit 4: Getting to Know Myself

Unit purpose and aim: To develop an awareness of emotions and the ways that emotions can affect people.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be aware of their emotions and ways that young people express them	1.1 recognise two examples of different emotions from given material; 1.2 recognise: (a) two examples of when they were happy; (b) two examples of when they were sad;
2. Be aware of who can provide a young person with support to help them deal with their emotional experiences	2.1 recognise, from given material, two situations where a young person might need help to deal with their emotional experiences; 2.2 recognise, from given material, to whom a young person can go to for help to deal with their emotional experiences;
3. Be aware of how a young person's behaviour can affect the feelings of others	3.1 recognise, from given material, two situations where a young person's emotions has affected their behaviour; 3.2 recognise one situation where a young person's behaviour has helped someone else; and 3.3 recognise one situation where a young person's behaviour has hurt someone's feelings.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be aware of their emotions and ways that young people express them	1.1 identify two examples of two emotions; 1.2 give: (a) two examples of when they were happy; (b) two examples of when they were sad; and 1.3 for each example provided, state one reason why they were happy/sad.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Be aware of who can provide a young person with support to help them deal with their emotional experiences	2.1 outline two situations where a young person might need help to deal with their emotional experiences; 2.2 communicate how a young person can get support to help to deal with their emotional experiences;
3. Be aware of how a young person's behaviour can affect the feelings of others	3.1 communicate two examples of situations where a young person's emotions have affected their behaviour; 3.2 outline one situation where a young person has behaved in a way to help someone; and 3.3 communicate one situation where a young person has behaved in a way to hurt someone's feelings.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be aware of their emotions and ways that young people express them	1.1 give three examples of different emotions and how young people express them; 1.2 outline three significant times or events in their lives and their associated emotions; 1.3 give two reasons for their feelings during these significant times or events;
2. Be aware of who can provide a young person with support to help them deal with their emotional experiences	2.1 describe two situations where a young person might find it challenging to deal with their emotions; 2.2 outline ways a young person can get support to deal with emotional experiences or issues; and 2.3 give two reasons why a young person might need help to deal with emotional experiences/issues.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3. Be aware of how a young person's behaviour can affect the feelings of others</p>	<p>3.1 describe three situations where a young person's emotions have affected their behaviour;</p> <p>3.2 give two examples of how a young person's behaviour can affect others in 'good' ways and two examples of how a young person's behaviour can affect others in 'bad' ways; and</p> <p>3.3 give two reasons why a young person should think about how their behaviour can affect others.</p>

3.6 Unit 5: Travelling in My Community

Unit purpose and aim: To develop an understanding of independent travel within the community.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise modes of transport in the local area	1.1 identify two modes of transport learners see or use in everyday life;
2. Be able to recognise safe travel for pedestrians	2.1 identify a road used by pedestrians; 2.2 state what each colour of traffic light instructs the pedestrian to do; 2.3 identify how to use a pedestrian crossing; 2.4 give one example of safe clothing used by a pedestrian;
3. Travel within their local community	3.1 identify a mode of transport for a local journey; 3.2 recognise signs depicting the chosen mode of transport; 3.3 communicate their journey routes; and 3.4 with help, undertake a journey in their local community.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise modes of transport in the local area	1.1 outline three modes of transport and give examples of each in the local community;
2. Be able to recognise safe travel for pedestrians	2.1 identify a pavement, kerb and road and how to use them in a safe manner; 2.2 state where a pedestrian should walk using two examples from 2.1; 2.3 state what each colour of traffic light instructs both the driver and pedestrian to do; 2.4 demonstrate how to use a pedestrian crossing; 2.5 identify two items which can be used by a pedestrian to keep them safe;
3. Travel within their local community	3.1 identify two modes of transport they could personally use for local journeys; 3.2 identify a local journey and the type of transport used; 3.3 identify providers of transport for a local journey from 3.2; and 3.4 undertake a local journey.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise modes of transport in the local area	1.1 outline three modes of transport in Northern Ireland and include examples of providers of each transport and contact details; 1.2 identify from the three modes of transport which is the most appropriate to use for two given situations;
2. Be able to recognise safe travel for pedestrians	2.1 identify three safe behaviours in relation to different vehicles; 2.2 identify three safe behaviours a pedestrian should use; 2.3 list the stages in the Green Cross Code; 2.4 demonstrate and use two appropriate ways to cross a road; 2.5 explain the importance of wearing suitable clothing as a pedestrian and give examples of items to be worn;
3. Travel within their local community	3.1 list various modes of transport they could personally use for four different journeys; 3.2 identify the route for two journeys and the transport they will choose; 3.3 locate information needed to make two journeys; 3.4 calculate the cost of each journey; and 3.5 independently undertake one local journey using one of the modes of transport listed in 3.2.

3.7 Unit 6: Workplace Learning

Unit purpose and aim: To develop an understanding of the world of work.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise careers in the wider community	1.1 identify two jobs carried out by people they know; 1.2 choose one job and communicate two tasks a person undertakes in their work;
2. Be able to participate in work-related learning	2.1 recognise their given role in their work experience placement; 2.2 follow simple instructions to carry out a task; 2.3 recognise two key features of health and safety in the workplace; and
3. Be able to evaluate their experience	3.1 communicate what they enjoyed most and what they enjoyed least about work experience.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise careers in the wider community	1.1 communicate two career choices chosen by the learner and three tasks carried out in these careers; 1.2 communicate one reason they would like these career choices;
2. Be able to participate in work-related learning	2.1 identify their work experience placement; 2.2 follow simple instructions to carry out tasks; 2.3 outline the key features of health and safety in the workplace; 2.4 identify one skill they have developed on work experience; and
3. Be able to evaluate their experience	3.1 state what they enjoyed most and what they enjoyed least about their work experience.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise careers in the wider community	1.1 identify three career choices they have chosen and three tasks they will undertake in their careers; 1.2 list one skill, quality and achievement and match these to one chosen career;
2. Be able to participate in work-related learning	2.1 give one work experience option and outline the nature of the provider's business; 2.2 identify a person to whom they will report whilst on work experience; 2.3 list activities carried out in the workplace; 2.4 follow instructions in order to complete tasks in the workplace; 2.5 outline three safety rules and procedures in order to keep safe in their workplace;
3. Be able to evaluate their experience	3.1 explain the benefits of work experience; and 3.2 list the skills or qualities they have developed on work experience and identify one skill they would like to develop further.

3.8 Unit 7: Applying for Jobs and Courses

Unit purpose and aim: To develop communication skills required to complete an application form.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be aware of jobs or courses in their local area	1.1 recognise one job or course in their local area;
2. Be aware of how to apply for a job or a course	2.1 communicate two ways they can apply for a job or a course;
3. Be able to complete a basic application form	3.1 recognise two pieces of information that appear on a basic application form; 3.2 complete a basic application form using the two pieces of information in 3.1; and
4. Understand the skills and qualities necessary for jobs and courses	4.1 recognise one skill/quality they have that they could put down in an application form.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be aware of jobs or courses in their local area	1.1 identify one job or course in their local area;
2. Be aware of how to apply for a job or a course	2.1 identify two ways they can apply for a job or a course;
3. Be able to complete a basic application form	3.1 from given material, identify two pieces of information to be included on a basic application form; and 3.2 complete a basic application form using information identified in 3.1.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
4. Understand the skills and qualities necessary for jobs and courses	<p>4.1 recognise two skills or qualities that could be stated in an application form; and</p> <p>4.2 recognise why 4.1 is important to an employer or to further education.</p>

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be aware of jobs or courses in their local area	1.1 give examples of two courses/jobs in their local area;
2. Be aware of how to apply for a job or a course	2.1 outline two ways that they can apply for a job or a course;
3. Be able to complete a basic application form	<p>3.1 identify three pieces of information to be included on a basic application form;</p> <p>3.2 complete a basic application form using information identified in 3.1;</p>
4. Understand skills and qualities necessary for jobs and courses	<p>4.1 recognise three skills or qualities that could be stated in an application form;</p> <p>4.2 explain why skills and qualities are important for employers or further education; and</p> <p>4.3 give two of their personal skills or qualities they could use on an application form.</p>

3.9 Unit 8: Planning My Business

Unit purpose and aim: To develop an understanding of the knowledge and skills required for planning a business.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to gain knowledge of successful businesses/enterprises	1.1 identify one business from a given list; 1.2 identify what they might buy in this business;
2. Be able to select a product/service to sell	2.1 indicate a product or service they could sell in a mini enterprise; 2.2 identify one product/service to sell;
3. Be able to plan a mini-enterprise	3.1 with help, identify the resources needed for the product or service; 3.2 with help, identify how to obtain resources for the product or service; and 3.3 with help, list two activities within the mini-enterprise.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to gain knowledge of successful businesses/enterprises	1.1 identify two businesses and their logos; 1.2 list what they might buy in these businesses/enterprises;
2. Be able to select a product/service to sell	2.1 list four products/services they might sell in a mini-enterprise; 2.2 select one product/service to sell and justify their choice; and 2.3 identify two potential customers.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Be able to plan a mini-enterprise	3.1 list the resources required to make the products/services; 3.2 state how to obtain the resources for the products/services; and 3.3 plan three activities for their mini-enterprise.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about successful enterprises and entrepreneurships	1.1 give three examples of successful businesses in the local area; 1.2 state what is meant by the term entrepreneur and give examples;
2. Be able to research products/services to sell to identified customers	2.1 research products/services which could be sold and record findings; 2.2 using a list, categorise three products or services on the basis of their popularity; 2.3 choose two products/services for a mini-enterprise; 2.4 identify potential customers for products/services;
3. Be able to plan a mini-enterprise	3.1 explain the main goal of the mini-enterprise; 3.2 identify three options for stock for the mini-enterprise and select their preferred option; and 3.3 describe three activities to be carried out in the mini-enterprise.

3.10 Unit 9: Making My Business Work

Unit purpose and aim: To develop an understanding of the knowledge and skills required in carrying out planned activities within a mini-enterprise and reviewing these activities.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to carry out activities they planned in the mini-enterprise	1.1 identify one activity they are involved in within the mini-enterprise; 1.2 state their role in this activity; 1.3 with help, follow simple instructions to carry out one activity;
2. Be able to develop decision-making skills	2.1 with help, give one example of a decision they contributed to within the mini-enterprise; 2.2 with help, give one example of how they helped solve a problem within the mini-enterprise;
3. Be able to review the mini-enterprise	3.1 state one example of what they liked about the mini-enterprise; and 3.2 state one example of what they disliked about the mini-enterprise.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to carry out activities they planned in the mini-enterprise	1.1 identify two activities they are involved in within the mini-enterprise; 1.2 state how they contributed to these activities; and 1.3 follow simple instructions to carry out two activities.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Be able to develop decision-making skills	2.1 give two examples of decisions they contributed to within the mini-enterprise; 2.2 give two examples of how they helped solve problems within the mini-enterprise; 2.3 give one example of when they worked in a team within the mini-enterprise;
3. Be able to review the mini-enterprise	3.1 state two examples of what they liked about the mini-enterprise; and 3.2 state two examples of what they disliked about the mini-enterprise.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to organise and participate in a mini-enterprise	1.1 outline the role and responsibilities of one of their team; 1.2 follow simple instructions to carry out three activities; 1.3 state three activities they contributed towards;
2. Be able to develop decision-making skills	2.1 state three examples of decisions they contributed to within the mini-enterprise; 2.2 give three examples of how they helped to solve problems within the mini-enterprise; and 2.3 give two examples of how they worked with others within the mini-enterprise.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Be able to review the mini-enterprise	3.1 list three activities that went well in the mini-enterprise; 3.2 list three activities that could be improved on in the mini-enterprise; and 3.3 describe two skills or two qualities they have developed within the mini-enterprise.

4 Scheme of Assessment

4.1 Availability of assessment

Assessment can take place as and when the learner is ready. Centres may submit assessment outcomes to us for external moderation in Summer each year, beginning in Summer 2016.

We will make the first unit and full qualification awards based on this specification in Summer 2016.

4.2 Methods of assessment

For our Entry Level in Learning for Life and Work, learners must complete a portfolio of work to show how they have met the assessment criteria for each unit.

Teachers can choose any assessment method or combination of methods that clearly demonstrates the learner has met the assessment criteria and achieved the learning outcomes. These methods may include, for example:

- video evidence, for example role-play;
- witness statements;
- written evidence;
- posters;
- mind maps;
- presentations;
- storyboards;
- screenshots;
- photographs;
- symbol evidence;
- audio recording;
- worksheets; and
- tables.

There may be pieces of assessment evidence in a learner's portfolio that cover criteria for more than one unit, but teachers must assess and annotate each unit independently.

4.3 Assessment guidance

Teachers assessing the outcomes must have the appropriate skills and knowledge to assess learners' work for a unit. They must also:

- ensure that learners have met **all** the assessment criteria in a unit in order to achieve a level; and
- keep accurate records of all assessment decisions.

Learners will require different levels of guidance to complete the tasks and activities for their portfolio. The table below provides a general guide to demonstrate the amount of guidance learners might need:

Level	Guidance
Entry 1	Learners at Entry 1 are beginning to use their skills, knowledge or understanding. They may need significant guidance.
Entry 2	Learners at Entry 2 use their skills, knowledge and understanding to carry out simple, familiar tasks and activities. They may need some guidance.
Entry 3	Learners at Entry 3 use their skills, knowledge and understanding to carry out structured tasks and activities. They may need little or no guidance.

It is the teacher's responsibility to ensure that the work presented for assessment is the learner's own. The work should demonstrate what the individual learner knows, understands and can do.

The table below provides guidance on the different areas of control within internally assessed units.

Areas of Control	Detail of Control
Authenticity	<p>Learners should complete: all (Entry 1)/most (Entry 2)/some (Entry 3) of the work under the teacher's direct supervision.</p> <p>Teachers must be able to authenticate the work.</p> <p>Authentication can be for an individual piece of work, or for a learner's contribution to a piece of work.</p> <p>For up-to-date advice on plagiarism, or any other incident where malpractice is suspected, please refer to the Joint Council for Qualifications' document <i>Suspected Malpractice in Examinations and Assessments</i>, available at www.jcq.org.uk</p>
Feedback	<p>Unless otherwise specified, teachers can guide and support a learner to achieve the assessment criteria; however, the level of support must be reflected in the overall level achieved.</p> <p>Teachers should annotate the work, indicating the nature of guidance and support they have given.</p> <p>Teacher's advice to the learner on how to achieve the assessment criteria should be general rather specific.</p>
Time/Word limit	There are 20 GLH for each unit.

Areas of Control	Detail of Control
Collaboration	Learners can work in groups, but it is essential that: <ul style="list-style-type: none"> • a teacher is able to identify individual contributions; and • learners provide an individual response, unless otherwise stipulated.
Resources	Learners' access to resources is determined by those available to the centre.

4.4 Task marking

Teachers must mark the portfolios using the assessment criteria provided in each unit. To achieve a level in each unit, learners must meet all the criteria.

Teachers must annotate all evidence within the portfolio to ensure fairness to learners and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the learner's record sheet; and
- identification of key pieces of evidence throughout the work.

4.5 Internal standardisation

Centres must have arrangements in place for quality assurance of their assessment outcomes. Centres with more than one teacher assessing the outcomes for this specification must carry out internal standardisation before external moderation takes place. This is to ensure that, as far as possible, each teacher has applied the assessment criteria accurately.

The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us. As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. Where this happens, centres should make sure that they update their assessment documentation.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples of learners' work.

4.6 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk. Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

4.7 Reporting outcomes

The learner must meet all assessment criteria at a specific level for us to award a unit at that level. We award each unit separately and report attainment in each unit on the learner's certificate. Where a learner achieves a pass in all six units, we report an overall level of achievement on the certificate, based on the criteria explained in the table below.

Overall Level	Criteria
Entry 3	A learner must achieve a minimum of four units (80 GLHs) awarded at Entry Level 3, with the other units awarded at Entry 1 or Entry 2. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 2	Where a learner has not met the requirements for the award of an overall Entry Level 3, then they must have achieved a minimum of four units (80 GLHs) at Entry 2 (or above) with the other two units awarded at Entry 1. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 1	Where a learner has not met the requirements for the award of an overall Entry Level 2, but has achieved a level in all six units (120 GLHs), we will award an overall Entry Level 1.

5 Links, Resources and Support

5.1 Support

For support for this specification, go to our website at www.ccea.org.uk

We intend to expand our range of support to include the following:

- a subject microsite within our website;
- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for teachers;
- agreement trials;
- resource materials;
- a resource list; and
- exemplar work.

5.2 Curriculum objectives

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as the world of work, entrepreneurship, local community, cultural diversity and equality;
- develop personal skills in areas such as:
 - self-management and emotional awareness (Personal Development);
 - diversity and equality (Citizenship);
 - career management, entrepreneurship, and working in the local community (Employability);
- develop an understanding of social, legislative, economic and cultural issues by providing opportunities to explore topics such as cultural diversity, equality and discrimination, rights and responsibilities;
- develop skills to enhance employability by providing opportunities to undertake work-related learning and prepare for a potential career path;
- develop skills to support independent and lifelong learning; and
- make effective use of technology by providing opportunities to use IT in learning.

5.3 Skills development

This specification provides opportunities for learners to develop the following skills:

- application of number;
- communication;
- improving own learning and performance;
- information and communication technology;
- problem-solving; and
- working with others.

You can find details of the current standards and guidance for each of these skills on our website at www.ccea.org.uk

5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

5.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification and have designed it to be as free as possible from ethnic, gender, religious, political or other forms of bias.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to accessing assessments. For this reason, very few learners will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk

5.6 Health and safety

Centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training. Learners' use of equipment or machinery must be supervised at all times. Centres must also risk assess other aspects of this specification which require learners to undertake independent activities.

5.7 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Arlene Ashfield
(telephone: (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)
- Education Manager for the Qualification: Jill Armer
(telephone: (028) 9026 1200, extension 2426, email: jarmer@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (Complaints and Appeals)
(telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).
- Moderation and Assessment Team (telephone: Malcolm Corney (028) 9026 1211, email: mcorney@ccea.org.uk)

6 Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	N/A
Version 2	17 May 2016	29	Amendments to text
		33	Amendments and deletions of text
		34	Amendments to text