



## CCEA Specification in Preparation for Adult Life Level 1

For first teaching from September 2013

For first assessment from Summer 2014  
For first award in Summer 2014

# preparation for adult life *Level 1*



## Foreword

This booklet contains the specification for CCEA's Level 1 Award in Preparation for Adult Life and Certificate in Preparation for Adult Life for first teaching from September 2013. We have designed these qualifications to:

- meet the requirements for Level 1 qualifications;
- recognise the development of knowledge and skills to operate independently and effectively in life, learning and work; and
- help address the statutory requirements for Key Stage 4 Learning for Life and Work.

We will make the first full awards based on this specification in Summer 2014.

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](http://www.ccea.org.uk)

This specification is provided online, so the version available on our website is the most up-to-date edition. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

QAN	
Certificate	600/8590/3
Award	600/8589/7

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# Contents

<b>1</b>	<b>Introduction</b>	<b>3</b>
1.1	Aims	3
1.2	Key features	3
1.3	Prior learning and progression	4
1.4	Qualification Accreditation Numbers	4
<b>2</b>	<b>Specification at a Glance</b>	<b>5</b>
<b>3</b>	<b>Qualification Content</b>	<b>6</b>
3.1	Unit structure of the qualifications	6
3.2	Unit 1: Diversity and Social Inclusion (Citizenship)	7
3.3	Unit 2: Democracy and Democratic Participation (Citizenship)	8
3.4	Unit 3: Human Rights and Social Responsibility (Citizenship)	9
3.5	Unit 4: Equality and Social Justice (Citizenship)	10
3.6	Unit 5: Preparation for Work (Employability)	11
3.7	Unit 6: Business in the Community (Employability)	12
3.8	Unit 7: Effective Work Practice (Employability)	13
3.9	Unit 8: Globalisation and the Labour Market (Employability)	14
3.10	Unit 9: Self-Development (Personal and Social Development)	15
3.11	Unit 10: Roles and Responsibilities of Parents(Personal and Social Development)	16
3.12	Unit 11: Healthy Relationships (Personal and Social Development)	17
3.13	Unit 12: Maintaining Personal Health and Well-Being (Personal and Social Development)	18
3.14	Unit 13: Effective Financial Management (Personal and Social Development)	20
<b>4</b>	<b>Scheme of Assessment</b>	<b>21</b>
4.1	Assessment opportunities	21
4.2	Methods of assessment	21
4.3	Internal assessment	21
4.4	Internal standardisation	21
4.5	External moderation	21
<b>5</b>	<b>Links, Resources and Support</b>	<b>22</b>
5.1	Support	22
5.2	Curriculum objectives	22
5.3	Skills development	22
5.4	Entries and registration	23
5.5	Equality and inclusion	23
5.6	Health and safety	23
5.7	Contact details	24



## 1 Introduction

This specification sets out the content and assessment arrangements for our Level 1 Award/Certificate in Preparation for Adult Life.

Total Qualification Time (TQT) includes all supervised or direct contact time (Guided Learning (hours)/GL(hours) and an estimate of the hours a learner will approximately spend studying independently, not under direct supervision.

TQT for this qualification is:

TQT: 60 hours (Award) 130 hours (Certificate)

GL: 60 hours (Award) 130 hours (Certificate)

### 1.1 Aims

We have developed this specification to contribute to meeting the statutory requirements for Learning for Life and Work at Key Stage 4.

The specification gives learners the opportunity to:

- develop personal skills such as self-awareness, personal health and relationships;
- develop an understanding of:
  - roles and responsibilities of parents;
  - diversity and inclusion, human rights and social responsibility, and equality and social justice;
  - work in the local and global economy;
  - social, economic and cultural issues;
  - relationships at work and diversity within the workplace;
  - sustainable development, health and safety considerations; and
  - the impact of globalisation on work opportunities;
- develop employability skills; and
- apply their learning in a practical context.

### 1.2 Key features

The key features of the specification appear below:

- It develops skills that prepare learners for working and adult life.
- It helps address the Key Stage 4 statutory requirements for Learning for Life and Work.
- It provides a progression route to higher learning.
- Tutors carry out the assessment, and we carry out external moderation.
- Depending on the number of units that they complete, learners can achieve an Award (6 credits) or a Certificate (13 credits). See Section 2 for details.

### 1.3 Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete one of these qualifications can progress to the Level 2 Award or Certificate in Preparation for Adult Life or other programmes.

### 1.4 Qualification Accreditation Numbers

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 QANs for these qualifications are:

- Award: 600/8589/7; and
- Certificate: 600/8590/3.

## 2 Specification at a Glance

The table below summarises the structure of this qualification. There is one credit for each unit.

Centres must choose a minimum of **two units from each group** (Citizenship, Employability and Personal and Social Development) – a total of six units – for the Level 1 **Award** in Preparation for Adult Life.

**All 13 units** are mandatory for the Level 1 **Certificate** in Preparation for Adult Life.

Content		Assessment	Guided Learning Hours	Availability
Citizenship	<b>Unit 1: Diversity and Social Inclusion</b>	Portfolio of evidence	10	January and Summer
	<b>Unit 2: Democracy and Democratic Participation</b>	Portfolio of evidence	10	January and Summer
	<b>Unit 3: Human Rights and Social Responsibility</b>	Portfolio of evidence	10	January and Summer
	<b>Unit 4: Equality and Social Justice</b>	Portfolio of evidence	10	January and Summer
Employability	<b>Unit 5: Preparation for Work</b>	Portfolio of evidence	10	January and Summer
	<b>Unit 6: Business in the Community</b>	Portfolio of evidence	10	January and Summer
	<b>Unit 7: Effective Work Practice</b>	Portfolio of evidence	10	January and Summer
	<b>Unit 8: Globalisation and the Labour Market</b>	Portfolio of evidence	10	January and Summer
Personal and Social Development	<b>Unit 9: Self-Development</b>	Portfolio of evidence	10	January and Summer
	<b>Unit 10: Roles and Responsibilities of Parents</b>	Portfolio of evidence	10	January and Summer
	<b>Unit 11: Healthy Relationships</b>	Portfolio of evidence	10	January and Summer
	<b>Unit 12: Maintaining Personal Health and Well-Being</b>	Portfolio of evidence	10	January and Summer
	<b>Unit 13: Effective Financial Management</b>	Portfolio of evidence	10	January and Summer

## 3 Qualification Content

### 3.1 Unit structure of the qualifications

To achieve our Level 1 Award in Preparation for Adult Life learners must choose and complete **six** units from this specification:

- two Citizenship units;
- two Employability units; and
- two Personal and Social Development units.

Our Level 1 Certificate in Preparation for Adult Life comprises **13** mandatory units:

- four Citizenship units;
- four Employability units; and
- five Personal and Social Development units.

The details that follow include:

- unit titles and reference numbers;
- the level and credit value of each unit; and
- learning outcomes and assessment criteria.

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.

### 3.2 Unit 1: Diversity and Social Inclusion (Citizenship)

**Unit purpose and aim:** To develop the knowledge, understanding and skills required to respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world.

<b>Title</b>	<b>Diversity and Social Inclusion</b>
<b>Unit reference number</b>	Y/504/8235
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Demonstrate an understanding of cultural diversity</b>	1.1 outline the meaning of cultural diversity; 1.2 give an example of cultural diversity in each of the following: (a) a local context; (b) a national context; and (c) a global context 1.3 give an example of how cultural diversity benefits each of the following: (a) local societies; and (b) global societies; 1.4 outline one challenge to a young person of living in a culturally diverse society;
<b>2. Demonstrate an understanding of social inclusion</b>	2.1 outline the meaning of social inclusion; 2.2 give an example of social inclusion in: (a) their own community; (b) a national context; and (c) a global context; 2.3 give one example of how young people can make their own community more inclusive; and
<b>3. Be able to identify a source of information and advice in relation to equality/diversity issues.</b>	3.1 identify one organisation in their community that works in the area of equality/diversity and state one way in which the organisation responds to equality/diversity issues.

### 3.3 Unit 2: Democracy and Democratic Participation (Citizenship)

**Unit purpose and aim:** To develop the knowledge, skills and understanding required to investigate and participate in the main democratic processes in the context of Northern Ireland and the wider world.

<b>Title</b>	<b>Democracy and Democratic Participation</b>
<b>Unit reference number</b>	A/504/7837
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Demonstrate an understanding of democracy</b>	1.1 state what is meant by democracy; 1.2 outline two characteristics of a democratic society;
<b>2. Demonstrate an understanding of key democratic institutions</b>	2.1 give an example of a key democratic institution in: (a) their local community; (b) a national context; and (c) a global context;  2.2 state two main roles of <b>one</b> of the following: (a) Local Government; (b) Northern Ireland Assembly; (c) Parliament; or (d) European Union;  2.3 give an example of how democratic institutions can promote inclusion, justice and democracy;  2.4 outline how society benefits from democracy, inclusion and justice; and
<b>3. Demonstrate an understanding of the democratic and electoral process.</b>	3.1 outline one way in which a young person can take an active part in democratic processes in their local community.

### 3.4 Unit 3: Human Rights and Social Responsibility (Citizenship)

**Unit purpose and aim:** To develop the knowledge, understanding and skills required to explore human rights and social responsibility and apply them to different contexts and situations in local and global contexts.

<b>Title</b>	<b>Human Rights and Social Responsibility</b>
<b>Unit reference number</b>	D/504/8236
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Demonstrate an understanding of human rights</b>	1.1 list two human rights; 1.2 outline why human rights are important for society; 1.3 identify one human rights instrument; 1.4 identify a specific human rights issue in Northern Ireland;
<b>2. Demonstrate an understanding of social responsibility</b>	2.1 identify what is meant by social responsibility; 2.2 state one way in which social responsibility impacts on society; 2.3 state one way in which a young person can make a change to their community;
<b>3. Demonstrate an understanding of how an organisation addresses human rights issues.</b>	3.1 identify one organisation that addresses human rights issues; and 3.2 state one way in which the organisation works to protect human rights.

### 3.5 Unit 4: Equality and Social Justice (Citizenship)

**Unit purpose and aim:** To develop the knowledge, understanding and skills required to explore equality and social justice and apply them to different contexts and situations in local and global contexts. To develop an understanding of the role of non-governmental organisations (NGOs) in promoting social justice and equality.

<b>Title</b>	<b>Equality and Social Justice</b>
<b>Unit reference number</b>	H/504/8237
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Demonstrate an understanding of equality and social justice</b>	1.1 state what is meant by social justice; 1.2 state what is meant by equality; 1.3 state one way in which inequality and injustice impact on each of the following: (a) individuals; (b) groups; and (c) society;
<b>2. Demonstrate an understanding of equality and social justice issues</b>	2.1 identify two groups that are disadvantaged in society; 2.2 state two reasons why people are excluded from society on the basis of poverty; 2.3 give an example of an equality issue: (a) in a local context; and (b) in a global context; and
<b>3. Demonstrate an understanding of the role of nongovernmental organisations (NGOs) in promoting social justice and equality.</b>	3.1 identify one non-governmental organisation and state one way in which it tries to address social inequality and social justice.

### 3.6 Unit 5: Preparation for Work (Employability)

**Unit purpose and aim:** To develop the knowledge and understanding required for learners to assess and identify their own skills and qualities and relate these to potential career or job opportunities. To develop an understanding of self-employment and recognise the importance of interview preparation.

<b>Title</b>	<b>Preparation for Work</b>
<b>Unit reference number</b>	L/504/7826
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Recognise how their own skills and qualities relate to those needed for the workplace</b>	1.1 list two of each of the following: (a) their skills; (b) their qualities; and (c) their achievements;  1.2 find out about a range of potential employment options which interest them;  1.3 state how two of these employment options match their own skills, qualities and achievements;
<b>2. Recognise the importance of being prepared for an interview</b>	2.1 select one employment option and identify key information that they would need for an application or interview;  2.2 identify four potential interview questions for one employment option and outline responses;  2.3 identify two questions about the job to ask at interview;
<b>3. Demonstrate an understanding of self-employment.</b>	3.1 identify one advantage and one disadvantage of self-employment; and  3.2 identify one organisation and state how it helps self-employed people.

### 3.7 Unit 6: Business in the Community (Employability)

**Unit purpose and aim:** To develop the knowledge, skills and understanding required to investigate the social responsibility of business in the community, including the role of a social enterprise.

<b>Title</b>	<b>Business in the Community</b>
<b>Unit reference number</b>	K/504/8238
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	The learner can:
<b>1. Know that businesses have social responsibility</b>	1.1 state why it is important for businesses to be socially responsible; 1.2 state one advantage and one disadvantage to a business organisation of increasing its commitment to social responsibility in the community;
<b>2. Recognise that businesses contribute to the community</b>	2.1 state two ways in which businesses can contribute to the community; 2.2 identify one local business and outline two ways in which it contributes to the community;
<b>3. Demonstrate an understanding of the role of a social enterprise.</b>	3.1 state what is meant by social enterprise; and 3.2 give two ways in which a social enterprise differs from a private enterprise.

### 3.8 Unit 7: Effective Work Practice (Employability)

**Unit purpose and aim:** To develop the knowledge, skills and understanding required to explore the importance of effective working relationships. To understand workplace rights and the importance of work–life balance.

<b>Title</b>	<b>Effective Work Practice</b>
<b>Unit reference number</b>	M/504/8239
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Demonstrate an understanding of the importance of good working relationships</b>	1.1 give two ways in which working relationships can be developed; 1.2 state why teamwork is important in the workplace;
<b>2. Recognise the importance of work–life balance and how it can be maintained</b>	2.1 outline why work–life balance is important; 2.2 give two ways to improve work–life balance;
<b>3. Know about workplace rights</b>	3.1 identify two health and safety rights in the workplace; 3.2 list two other employee rights;
<b>4. Be able to recognise stress and understand how it can be reduced.</b>	4.1 identify two symptoms of stress in the workplace; and 4.2 identify two ways in which stress in the workplace can be reduced.

### 3.9 Unit 8: Globalisation and the Labour Market (Employability)

**Unit purpose and aim:** To develop knowledge, understanding and skills required to explore the impact of globalisation on the labour market and work practices and on future employment options.

<b>Title</b>	<b>Globalisation and the Labour Market</b>
<b>Unit reference number</b>	H/504/7833
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	The learner can:
<b>1. Demonstrate an understanding of globalisation</b>	1.1 outline what is meant by globalisation; 1.2 state two factors that contribute to globalisation;
<b>2. Recognise the impact of globalisation on work practices</b>	2.1 list two ways in which globalisation impacts on work practices; 2.2 identify one advantage and one disadvantage of globalisation for local businesses;
<b>3. Recognise the impact of globalisation on future employment.</b>	3.1 state two ways in which globalisation impacts on employment and career choices; and 3.2 identify two new or growth sectors in the global labour market and state one reason for the growth of each.

### 3.10 Unit 9: Self-Development (Personal and Social Development)

**Unit purpose and aim:** To develop the knowledge, skills and understanding required to reflect on, and respond to, the learners' developing concept of self, including managing emotions and reactions to ongoing life experiences and situations of risk.

<b>Title</b>	<b>Self-Development</b>
<b>Unit reference number</b>	H/504/8240
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Recognise the impact of an internal and an external factor on self-development</b>	1.1 identify one internal factor and state its impact on their sense of self-development; 1.2 identify one external factor and state its impact on their sense of self-development;
<b>2. Develop an understanding of the ways in which emotional intelligence can contribute to self-management and confidence</b>	2.1 state two ways in which being aware of emotions could have a positive effect on self-management; 2.2 identify two ways of building self-esteem and self-confidence;
<b>3. Develop an understanding of a strategy that would help respond more effectively to a life challenge</b>	3.1 state one challenge in a young person's life; 3.2 identify one way in which a young person might become better able to cope with the challenge identified;
<b>4. Recognise how to manage risk in making choices.</b>	4.1 identify one low-risk and one high-risk behaviour; and 4.2 identify a way of managing the risk in each case.

### 3.11 Unit 10: Roles and Responsibilities of Parents (Personal and Social Development)

**Unit purpose and aim:** To provide the knowledge, skills and understanding required to explore the challenges facing families today, the impact of parenting on child development and the impact of teenage pregnancy on the individual, the family and society.

<b>Title</b>	<b>Roles and Responsibilities of Parents</b>
<b>Unit reference number</b>	K/504/7834
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	The learner can:
<b>1. Demonstrate an understanding of the challenges facing families and parents in today's society</b>	1.1 identify what is meant by family; 1.2 identify two challenges that families face today;
<b>2. Demonstrate an understanding of the impact of parenting on child development</b>	2.1 give two ways in which parenting can impact on child development; 2.2 identify one challenge and one opportunity for one of the following types of parents: (a) single parents; (b) older parents; or (c) step parents;
<b>3. Demonstrate an understanding of the impact of teenage pregnancy and parenthood on the individual, the family and society</b>	3.1 identify the possible emotional, physical, social and financial impact of teenage pregnancy and parenthood on the individual, the family and society; and
<b>4. Know about sources of support for young parents.</b>	4.1 identify two sources of support for young parents.

### 3.12 Unit 11: Healthy Relationships (Personal and Social Development)

**Unit purpose and aim:** To develop the knowledge, skills and understanding required to explore the development and maintenance of healthy relationships and to identify strategies to manage challenging relationships.

<b>Title</b>	<b>Healthy Relationships</b>
<b>Unit reference number</b>	R/504/7830
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Recognise characteristics of healthy and unhealthy relationships</b>	1.1 identify two characteristics of healthy relationships; 1.2 identify two characteristics of unhealthy relationships;
<b>2. Demonstrate an understanding of how sexuality impacts on behaviour</b>	2.1 identify two ways in which sexuality impacts on a young person's life;
<b>3. Recognise the characteristics and consequences of healthy and unhealthy sexual relationships</b>	3.1 identify two components of a healthy sexual relationship; 3.2 identify one short term and one long term consequence of unhealthy sexual relationships;
<b>4. Recognise the impact of healthy and unhealthy relationships on young people and be able to identify sources of support</b>	4.1 identify one impact of healthy relationships on a young person and one impact of unhealthy relationships on a young person; 4.2 identify one source of support for young people in unhealthy relationships;
<b>5. Demonstrate an understanding of challenging relationships and how they can be managed.</b>	5.1 identify two challenging relationship situations; and 5.2 outline one way in which each challenging situation could be managed.

### 3.13 Unit 12: Maintaining Personal Health and Well-Being (Personal and Social Development)

**Unit purpose and aim:** To develop the knowledge, skills and understanding required to explore how social, physical, emotional, cognitive and spiritual health contribute to overall health and well-being.

<b>Title</b>	<b>Maintaining Personal Health and Well-Being</b>
<b>Unit reference number</b>	K/504/8241
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Demonstrate an understanding of their own status in terms of health and well-being</b>	<p>1.1 state one way in which they have developed in each of the following areas of health and well-being:</p> <ul style="list-style-type: none"> <li>(a) social;</li> <li>(b) physical;</li> <li>(c) emotional;</li> <li>(d) cognitive; and</li> <li>(e) spiritual;</li> </ul> <p>1.2 identify an area for improvement in their own health and well-being;</p> <p>1.3 outline one likely consequence of failing to balance the development of social, physical, emotional, cognitive and spiritual health;</p>
<b>2. Demonstrate an understanding of an opportunity and a challenge that impact on the promotion of personal health and well-being.</b>	<p>2.1 describe one opportunity and one challenge that are relevant to young people and that will impact on their own health and well-being; and</p> <p>2.2 identify two ways to address the challenge identified.</p>

<b>Learning outcomes (cont.)</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	The learner can:
<b>3. Demonstrate an understanding of health issues and the consequences to the individual, community and economy if potential health issues are not addressed</b>	3.1 identify two relevant health issues;  3.2 identify one consequence to each of the following if health issues are not addressed: (a) the individual; (b) the community; and (c) the economy; and
<b>4 Know about a source of support for leading a healthy lifestyle.</b>	4.1 identify one source of support and advice for leading a healthy lifestyle.

### 3.14 Unit 13: Effective Financial Management (Personal and Social Development)

**Unit purpose and aim:** To develop the knowledge, skills and understanding required to explore effective personal money management.

<b>Title</b>	<b>Effective Financial Management</b>
<b>Unit reference number</b>	M/504/8242
<b>Level</b>	1
<b>Guided learning hours</b>	10

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Demonstrate an understanding of how to plan a personal budget</b>	1.1 list personal income and expenditure; 1.2 identify an area where they could make savings in their own spending;
<b>2. Demonstrate an understanding of how to manage finances effectively</b>	2.1 state one consequence of each of the following: (a) overspending; and (b) not repaying money that is owed; 2.2 identify one advantage and one disadvantage of 'buy now pay later' schemes;
<b>3. Be able to outline sources of support and advice</b>	3.1 identify two organisations that young people can go to for financial help and advice;
<b>4. Demonstrate an understanding of saving and ways to save.</b>	4.1 state one reason why saving is important; and 4.2 identify two ways to save for the future.

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

This specification is available for assessment twice a year, in January and summer, beginning in summer 2014.

### 4.2 Methods of assessment

For each Preparation for Adult Life unit, learners must complete a portfolio of work to show how they have met the assessment criteria. Learners' portfolios are assessed in the centre.

### 4.3 Internal assessment

Centres must nominate staff who have the appropriate skills and knowledge to assess learners' work for each unit.

Learners must meet all the assessment criteria in order to achieve a qualification.

### 4.4 Internal standardisation

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

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 tutor'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.

### 4.5 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](http://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.

## 5 Links, Resources and Support

### 5.1 Support

For support for this specification, go to our website at [www.ccea.org.uk](http://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 reports;
- centre support visits;
- support days for tutors; and
- agreement trials.

### 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 describing the potential benefits of products and services;
- develop personal skills in areas such as:
  - self-awareness, personal health and relationships (Personal Development);
  - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
  - work in the local and global economy, and career management (Employability);
- develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues;
- develop understanding of diversity;
- learn about sustainable development, health and safety considerations, and European developments;
- develop skills that will enhance employability by providing opportunities to develop ideas for a new product or service; and
- develop skills in effective use of technology.

### 5.3 Skills development

This specification provides opportunities for students to develop the following key 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 the CCEA website at [www.ccea.org.uk](http://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](http://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.

Vocational qualifications often require the assessment of a broad range of competences. This is because they are designed to prepare learners for the vocational area being studied.

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, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*, available at [www.jcq.org.uk](http://www.jcq.org.uk)

## 5.6 Health and safety

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training.

## 5.7 Contact details

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

- Specification Support Officer: Nola Fitzsimons  
(telephone: (028) 9026 1200 ext. 2235, email: [nfitzsimons@ccea.org.uk](mailto:nfitzsimons@ccea.org.uk))
- Education Manager for the Qualification: Teresa Robb  
(telephone: (028) 9026 1200, extension 2296, email: [trobb@ccea.org.uk](mailto:trobb@ccea.org.uk))
- Entries, Results and Certification  
(telephone: (028) 9026 1262, email: [entriesandresults@ccea.org.uk](mailto:entriesandresults@ccea.org.uk))
- Distribution  
(telephone: (028) 9026 1242, email: [cceadistribution@ccea.org.uk](mailto:cceadistribution@ccea.org.uk))
- Support Events Administration  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk))
- Business Assurance (appeals)  
(telephone: (028) 9026 1244, email: [appealsmanager@ccea.org.uk](mailto:appealsmanager@ccea.org.uk))
- Assessment Administration Team  
(telephone: (028) 9026 1200, extension 2374, email: [mcunningham@ccea.org.uk](mailto:mcunningham@ccea.org.uk))