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Open Awards Entry Level 2 Award/ Certificate/ Diploma

Skills for Life, Skills for Work, and Skills for Life and Work

Qualification Guide

Contents

About the Qualification 4
Qualification Suite 5
Qualification Documentation 6
Qualification Purpose 7
Qualification Language 8
Curriculum and Qualification Framework Wales Alignment 8
Entry Requirements 9
Access and Inclusion 10
Assessment Overview 11
Progression 14
Qualification Structure 16
Rules of Combination 16
Skills for Life 16
Skills for Work 17
Skills for Life and Work 17
Qualification Units 18
Skills for Life Units 18
Skills for Work Units 22
Delivering this Qualification 25
Becoming a Provider 25
How to Deliver 25
Registering Learners 26
Changes to Registration Level 27
Withdrawal or Partial Achievement 28
Results and Certification 28
Provider Staff Requirements 29
Assessment 30
Assessment Materials and Provider-Set Tasks 31
Assessment Conditions 32
Resubmissions and Reassessment 35
Learner Feedback 36
Training and Support 36
Quality Assurance and Standardisation 37
Internal Quality Assurance (IQA) 37
External Quality Assurance (EQA) 38
Standardisation 40

Recognition of Prior Learning and Achievement (RPL) 41
Appendices and Links 42

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About the Qualification

Title	Open Awards Entry Level Award/ Certificate/ Diploma in Skills for Life and Work (Entry 2)
Qualification Accreditation Number	Entry Level 2 Skills for Life Award: C00/5478/0 Entry Level 2 Skills for Life Certificate: C00/5478/5 Entry Level 2 Skills for Life Diploma: C00/5492/7 Entry Level 2 Skills for Work Award: C00/5493/1 Entry Level 2 Skills for Work Certificate: C00/5493/6 Entry Level 2 Skills for Work Diploma: C00/5494/9 Entry Level 2 Skills for Life and Work Award: C00/5495/4 Entry Level 2 Skills for Life and Work Certificate: C00/5495/9 Entry Level 2 Skills for Life and Work Diploma: C00/5496/5
Sector	14 Preparation for Life and Work
Level	Entry Level 2 (CQFW)
Pricing Information	Please click here for more information
Review Date	31/08/2034

Total Qualification Time/Guided Learning	
Award	
Guided Learning Hours (GLH)	60
Certificate	
Guided Learning Hours (GLH)	120
Diploma	
Guided Learning Hours (GLH)	240

Age Range and Restrictions	
Pre -16	✓
16 – 18	✓
18+	✓
Any other restrictions specific to the qualification(s)	None

Qualification Suite

This qualification forms part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales. These qualifications are designed to operate together and share a common structure, assessment approach and design principles.

This collection of qualifications is sometimes referred to collectively as the Skills for Life and Work 'Qualification suite'.

Qualifications are available as below:

Title	Level	Guided Learning Hours	Grading
Skills for Life Skills for Work Skills for Life and Work	Entry Level 1	Award: 60 GLH Certificate: 120 GLH Diploma: 240 GLH	Pass/ Fail
Skills for Life Skills for Work Skills for Life and Work	Entry Level 2	Award: 60 GLH Certificate: 120 GLH Diploma: 240 GLH	Pass/ Fail
Skills for Life Skills for Work Skills for Life and Work	Entry Level 3	Award: 60 GLH Certificate: 120 GLH Diploma: 240 GLH	Pass/ Fail
Skills for Life Skills for Work Skills for Life and Work	Level 1	Award: 60 GLH Certificate: 120 GLH Diploma: 240 GLH	Pass/ Fail
Skills for Life Skills for Work Skills for Life and Work	Level 2	Award: 60 GLH Certificate: 120 GLH Diploma: 240 GLH	Pass/ Fail

Qualification Documentation

The Open Awards Provider Handbook is a governance document that applies to all Open Awards qualifications. It sets out organisational, administrative and quality assurance obligations applicable to all Open Awards providers.

This Qualification Guide provides qualification-specific requirements. It is a mandatory operational document and must be used in conjunction with the relevant Unit Specifications for the units being delivered.

The qualification suite is supported by two interrelated documents:

- This Qualification Guide, which sets out the structure, rules of combination, assessment approach and quality assurance requirements at Entry Level 2
- The Unit Specifications, which define the learning outcomes, assessment criteria, indicative content and any unit-specific delivery requirements.

Providers must ensure that delivery, assessment and quality assurance decisions align with all three documents.

Where units are selected as part of a programme of study, the relevant Unit Specifications must be read and applied alongside this Guide.

Intended Audience

This Qualification Guide is intended for:

- Provider Managers and Curriculum Leads
- Tutors and Teachers
- Assessors
- Internal Quality Assurers (IQAs)
- Externally Quality Assurers (EQAs).

It provides the operational requirements necessary to ensure consistent and compliant delivery of the qualification.

Qualification Purpose

This Entry Level 2 Skills for Life and Work qualification supports learners to develop practical, meaningful life and work skills that they can use in a wider range of everyday situations. It builds on the foundations established at Entry Level 1 and helps learners become more confident, capable and ready to progress further in life, learning and work.

The qualification aims to help learners to:

- Strengthen their personal confidence and independent learning skills, showing increased responsibility for their own work
- Explore a broader range of real-life contexts, applying skills to situations that may be familiar but require more steps or choices
- Develop their communication, wellbeing, problem-solving and practical skills in ways that support participation at home, in the community, and in work-related environments
- Build skills for future learning and work, including how to complete simple tasks with reduced support and interact appropriately with others.

This qualification enables learners to:

- Take part in practical, structured activities that relate to everyday life and work and require following short sequences of instructions
- Demonstrate what they can do through a wider variety of hands-on tasks, supported decision making, and evidence of learning
- Reflect on their progress and identify what went well and what could be improved, with guidance from a teacher or tutor.

It supports the integral skills outlined in the Curriculum for Wales by helping learners to:

- Think creatively and try new approaches to tasks
- Solve simple problems that involve making choices or selecting appropriate actions
- Manage tasks with some degree of independence, showing awareness of order, sequence, and purpose
- Communicate and work with others, contributing appropriately to shared activities or discussions.

The qualification aligns with the Skills for Life and Work suite so learners can continue to build confidence, develop independence, and prepare for progression into Entry Level 3, further education, training, or supported employment pathways. It promotes inclusive learning, practical skill development, and accessible progression routes appropriate to Entry Level learners.

Qualification Language

This qualification can be taught and assessed in either English or Welsh language. Providers will be asked to confirm the choice of language at the point of registration (wherever possible) to ensure an appropriate External Quality Assurer is allocated.

All qualification and assessment documents will be made available in both English and Welsh languages. Providers must ensure that learners have access to the language of their choice and that evidence submitted for assessment remains consistent with the learner's selected language of assessment.

Curriculum and Qualification Framework Wales Alignment

Each unit specification includes explicit mapping to relevant AoLE(s), Statements of What Matters, the Four Purposes, Integral Skills, and relevant cross-cutting themes (including CWRE, Diversity, Human Rights and RSE). Providers must use this mapping for curriculum planning.

The Entry Level 2qualifications align with the Entry Level 2 descriptors within the Credit and Qualifications Framework for Wales (CQFW). These descriptors represent a stage of foundation learning where learners begin to apply simple knowledge and skills with increasing independence in familiar and predictable contexts.

At Entry Level 2, learners develop the ability to take part in structured activities with regular, but reduced, guidance from a teacher, tutor or support worker. Learning remains practical and accessible, and is rooted in everyday life and work situations that are familiar to the learner, while requiring greater participation and task completion than at Entry Level 1.

Learners working at Entry Level 2 will:

- Participate in structured tasks with some ongoing guidance and reassurance
- Follow simple sequences of steps, with prompts provided when needed rather than continuously
- Engage in familiar activities where the purpose and expected outcome are understood and the environment is largely predictable.

Across Entry Level 2, learners typically demonstrate:

- Understanding of simple information and instructions, responding appropriately without constant prompting
- Developing practical, personal and communication skills that support participation in everyday learning, community and work-related tasks
- Increased willingness to engage independently, sustaining effort across short activities
- Awareness of the purpose and outcome of tasks, with reduced reliance on modelling and explanation
- A growing ability to recognise what they have achieved, beginning to identify what went well and what could be improved, with support.

This level supports learners in strengthening confidence, independence and task awareness, preparing them for progression to Entry Level 3, where learners are expected to follow longer sequences of instructions, take greater responsibility for tasks and review outcomes with increased autonomy.

Entry Requirements

This qualification is suitable for learners who are:

- typically aged 14–16, though it may also be delivered to older learners where appropriate to their individual learning plan or setting
- working at or towards Entry Level 2 within the Credit and Qualifications Framework for Wales (CQFW)
- able to take part in structured learning activities and follow simple instructions with regular, but not constant, support.

There are no formal prior qualifications required for entry. Providers must use initial assessment and professional judgement to ensure the qualification is appropriate for each learner's needs, abilities, and stage of development.

Learners would normally be able to:

- Take part in simple tasks in familiar situations, sustaining engagement for short periods
- Follow single-step and short two-step instructions, with occasional prompts or reassurance
- Communicate simple ideas, preferences or needs using speech, signs, symbols, pictures, or supported communication methods
- Engage in learning activities with reduced reliance on one-to-one support, compared with Entry Level 1.

Learners who have taken part in Curriculum for Wales Progression Step 3 experiences, particularly those focused on developing independence, following instructions and early task completion, are likely to be appropriately prepared for Entry Level 2 learning.

Learners entering this qualification at Entry Level 2 are expected to:

- Show willingness to engage in activities with increasing independence
- Communicate choices, ideas and simple responses using appropriate communication methods
- Follow short sequences of instructions, with prompts provided as needed
- Participate in familiar tasks with some supervision, showing awareness of purpose and outcome
- Work with less frequent prompting and begin to manage simple tasks independently
- Start to recognise their own progress, identifying what they have done well, with support.

This aligns broadly with Curriculum for Wales Progression Step 3: developing independence, improved communication, and increased responsibility within structured learning activities.

Access and Inclusion

This qualification is designed to be fully inclusive and suitable for learners with a wide range of abilities and additional learning needs (ALN).

Unit content and language have been reviewed to support inclusive delivery across diverse communities in Wales, including bilingual contexts and BSL, with attention to cultural sensitivity and accessibility.

Providers must ensure fair access through reasonable adjustments, which may include:

- Alternative ways of presenting information (e.g., spoken, visual, tactile, or digital)
- Supported communication methods, such as interpreters, communication aids, or assistive technology
- Adapted learning environments, resources, or timings where needed.

Please see Open Awards' Reasonable Adjustments and Special Consideration Policy available on the Portal for more information.

Learners may demonstrate their skills through:

- Observation of practical tasks
- Discussion or supported dialogue
- Photographic or video records
- Learner workbooks, symbol-supported work, or short written responses
- Reflective statements, with support where appropriate.

This approach supports personalised learning and enables learners to demonstrate achievement in ways that best reflect their strengths and needs.

Assessment Overview

Assessment for this qualification is internally set and designed by providers (i.e., provider-set) to reflect the needs, abilities, and contexts of their learners. Assessments must enable learners to demonstrate the required skills in familiar and structured situations, with reduced support compared to Entry Level 1.

All assessment decisions are:

- Internally assessed by the provider
- Subject to Internal Quality Assurance (IQA) by the provider
- Externally Quality Assured (EQA) by Open Awards.

This qualification is not examined. All evidence is generated through planned learning activities and practical assessment opportunities.

At Entry Level 2, learners are expected to demonstrate:

- Participation in activities with some independence
- The ability to follow short sequences of instructions with occasional prompting
- Developing consistency in skills across more than one occasion.

Learners are not expected to work fully independently but should show reduced reliance on continuous prompting compared to Entry Level 1.

Each unit is graded pass/ fail.

All assessment criteria within a unit must be met for the unit to be awarded. Learners who do not meet all learning outcomes will be awarded a Fail.

Types of Assessment Suitable for Entry Level 2
A wide range of assessment methods may be used, including but not limited to:

Observation of Practical Tasks	The learner demonstrates skills through hands-on activities, with the assessor recording performance and level of support required. Examples: • Completing a simple task that involves two or more steps • Taking part in a group activity with a defined role • Using everyday equipment safely with guidance rather than direct support.
Supported Questioning or Discussion	Assessors use short, simple questions to confirm understanding and decision-making. Learners may respond using: • Words or short phrases • Signs, symbols, or pictures • Communication aids. Compared to Entry Level 1, learners at Entry Level 2 should require less repetition or re-phrasing.
Photographic or Video Evidence	Photographs or short recordings may be used to show participation and task completion, supported by brief assessor commentary explaining: • What the learner did • The context of the activity • The level of support provided.
Learner-Generated Evidence (supported)	Where appropriate, learners may produce simple evidence such as: • Pictures, symbols or short written records • Labels, lists, or tick-box records • Simple plans or records of activity. These should reflect growing independence and be used where manageable for the learner.

Witness Testimony or Facilitator Notes	Used where a learner demonstrates skills in a natural or real-life setting, observed by another member of staff or support worker. Witness testimony or similar evidence must be assessed by the assessor to validate evidence.

Each unit specification includes more detailed guidance on types of assessment that may be suitable, including where a specific assessment method is mandated.

All assessment decisions are subject to Internal Quality Assurance at the provider, and External Quality Assurance by Open Awards.

Progression

This qualification forms part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2. They are designed so that learners can progress through the Entry Levels and beyond, building confidence, independence, and essential skills at a pace suited to their needs. Progression within the suite is typically through:

- Entry Level 1
- Entry Level 2
- Entry Level 3
- Level 1 and Level 2 (where appropriate for individual pathways).

These qualifications support learners working within Curriculum for Wales Progression Steps 1–5, helping them develop early independence, problem-solving skills, communication, and self-awareness.

Breadth of Learning and Engagement

Learners working at Entry Level 2 engage with learning experiences linked to a range of Areas of Learning and Experience (AoLEs). Activities remain familiar and structured but involve greater choice, responsibility, and task completion than at Entry Level 1.

Examples include:

- **Expressive Arts:** participating in creative activities such as simple design, making, performance or collaborative creative tasks.
- **Health and Wellbeing:** developing emotional awareness, confidence, resilience and positive behaviours through supported discussion and routine-based activities.
- **Humanities:** exploring familiar community, cultural or environmental topics through guided investigation and discussion.
- **Science and Technology:** carrying out simple investigations, using everyday tools or digital technology, and making basic observations with reduced support.

These experiences help learners develop practical skills, task awareness, and early decision-making that support progression to more independent learning.

Progression Opportunities

1. **14–16 phase**

Builds on prior learning by enabling success through practical, structured tasks that involve short sequences and simple choices.

Supports the development of essential skills such as communication, organisation, cooperation, and following instructions.

Supports progression into cross-curricular learning, vocational tasters, and inclusive pathways in both special and mainstream settings.

2. **Post-16 phase**

Provides progression to Entry Level 3 or, where appropriate, Level 1 learning within the Skills for Life and Work suite or related areas such as:

- Personal and Social Development
- Independent Living Skills
- Employability Skills.

Supports transition into foundation learning programmes, supported internships, community learning, or supported employment pathways.

Enables learners to continue developing confidence, independence, and practical life and work skills at a level appropriate to their abilities and aspirations.

Qualification Structure

Rules of Combination

There are nine (9) qualifications available at Entry Level 2 within Skills for Life, Skills for Work, and Skills for Life and Work qualification suite. Learners must be registered to one of these at the start of their programme.

For each qualification size (Award, Certificate and Diploma), the stated Guided Learning Hours (GLH) represent the minimum total GLH at the level that must be achieved in order for the qualification to be awarded.

Learners must achieve at least the minimum GLH specified through successful completion of eligible units. GLH may exceed the stated minimum where appropriate to meet the Rules of Combination, but it must not fall below the minimum requirement.

Providers are responsible for ensuring that unit selection and delivery planning enable learners to achieve the required minimum GLH prior to certification claims being made. Internal Quality Assurance processes must verify that GLH requirements have been met.

Skills for Life

Entry Level 2 Skills for Life Award	
Mandatory unit content	60 Guided Learning Hours achieved from units within Skills for Life group.
	A minimum of 40 GLH at or above the level.

Entry Level 2 Skills for Life Certificate	
Mandatory unit content	120 Guided Learning Hours achieved from units within Skills for Life group.
	A minimum of 80 GLH at or above the level.

Entry Level 2 Skills for Life Diploma	
Mandatory unit content	240 Guided Learning Hours achieved from units within Skills for Life group.
	A minimum of 160 GLH at or above the level.

Skills for Work

Entry Level 2 Skills for Work Award	
Mandatory unit content	60 Guided Learning Hours achieved from units within Skills for Work group.
	A minimum of 40 GLH at or above the level.

Entry Level 2 Skills for Work Certificate	
Mandatory unit content	120 Guided Learning Hours achieved from units within Skills for Work group.
	A minimum of 80 GLH at or above the level.

Entry Level 2 Skills for Life Diploma	
Mandatory unit content	240 Guided Learning Hours achieved from units within Skills for Work group.
	A minimum of 160 GLH at or above the level.

Skills for Life and Work

Entry Level 2 Skills for Life Award	
Mandatory unit content	60 Guided Learning Hours achieved from units within Skills for Life and Skills for Work group: • At least 20 GLH from Skills for Life AND • At least 20 GLH from Skills for Work
	A minimum of 40 GLH at or above the level..

Entry Level 2 Skills for Life Certificate	
Mandatory unit content	120 Guided Learning Hours achieved from units within Skills for Life group: • At least 40 GLH from Skills for Life AND • At least 40 GLH from Skills for Work
	A minimum of 80 GLH at or above the level.

Entry Level 2 Skills for Life Diploma	
Mandatory unit content	240 Guided Learning Hours achieved from units within Skills for Life group: • At least 80 GLH from Skills for Life AND • At least 80 GLH from Skills for Work.
	A minimum of 160 GLH at or above the level.

Qualification Units

All unit codes, credit values and Guided Learning Hours (GLH) listed below align with the corresponding Unit Specifications.

Credit values have been calculated in accordance with the Credit and Qualifications Framework for Wales (CQFW), where 1 credit equates to 10 Guided Learning Hours.

Providers must ensure that the GLH and credit values used for delivery planning and certification claims match those stated in both this Qualification Guide and the relevant Unit Specifications.

Please note, with the exception of British Sign Language (BSL), units with the same title at different levels are barred for completion within the same qualification.

Skills for Life Units

Unit Title	Level	Unit Code	Credit Value	GLH
Arts and crafts	Entry Level 1	CBM021	Two (2)	20
	Entry Level 2	CBM022	Two (2)	20
	Entry Level 3	CBM023	Two (2)	20
	Level 1	CBM024	Two (2)	20
	Level 2	CBM025	Two (2)	20
Basic first aid	Entry Level 1	CBM026	One (1)	10
	Entry Level 2	CBM027	One (1)	10
	Entry Level 3	CBM028	One (1)	10
	Level 1	CBM029	One (1)	10
	Level 2	CBM030	One (1)	10
British Sign Language (BSL)	Entry Level 1	CBM031	Two (2)	20
	Entry Level 2	CBM032	Two (2)	20
	Entry Level 3	CBM033	Two (2)	20
	Level 1	CBM034	Two (2)	20
	Level 2	CBM035	Two (2)	20
Community participation	Entry Level 1	CBM036	Two (2)	20
	Entry Level 2	CBM037	Two (2)	20
	Entry Level 3	CBM038	Two (2)	20
	Level 1	CBM039	Two (2)	20
	Level 2	CBM040	Two (2)	20
Democracy in action	Entry Level 1	CBM041	Two (2)	20
	Entry Level 2	CBM042	Two (2)	20
	Entry Level 3	CBM043	Two (2)	20
	Level 1	CBM044	Two (2)	20
	Level 2	CBM045	Two (2)	20
Digital film and media	Entry Level 1	CBM046	One (1)	10
	Entry Level 2	CBM047	One (1)	10
	Entry Level 3	CBM048	Two (2)	20
	Level 1	CBM049	Two (2)	20

	Level 2	CBM050	Two (2)	20
Equality, diversity, and inclusion	Entry Level 1	CBM051	Two (2)	20
	Entry Level 2	CBM052	Two (2)	20
	Entry Level 3	CBM053	Two (2)	20
	Level 1	CBM054	Two (2)	20
	Level 2	CBM055	Two (2)	20
Ethical choices	Entry Level 1	CBM056	Two (2)	20
	Entry Level 2	CBM057	Two (2)	20
	Entry Level 3	CBM058	Two (2)	20
	Level 1	CBM059	Two (2)	20
	Level 2	CBM060	Two (2)	20
Everyday law	Entry Level 1	CBM061	Two (2)	20
	Entry Level 2	CBM062	Two (2)	20
	Entry Level 3	CBM063	Two (2)	20
	Level 1	CBM064	Two (2)	20
	Level 2	CBM065	Two (2)	20
Exercise for all	Entry Level 1	CBM066	Two (2)	20
	Entry Level 2	CBM067	Two (2)	20
	Entry Level 3	CBM068	Two (2)	20
	Level 1	CBM069	Two (2)	20
	Level 2	CBM070	Two (2)	20
Faith and belief in the community	Entry Level 1	CBM071	One (1)	10
	Entry Level 2	CBM072	Two (2)	20
	Entry Level 3	CBM073	Two (2)	20
	Level 1	CBM074	Two (2)	20
	Level 2	CBM075	Two (2)	20
Financial literacy	Entry Level 1	CBM076	Two (2)	20
	Entry Level 2	CBM077	Two (2)	20
	Entry Level 3	CBM078	Two (2)	20
	Level 1	CBM079	Two (2)	20
	Level 2	CBM080	Two (2)	20
Food planning and preparation	Entry Level 1	CBM081	Two (2)	20
	Entry Level 2	CBM082	Two (2)	20
	Entry Level 3	CBM083	Two (2)	20
	Level 1	CBM084	Two (2)	20
	Level 2	CBM085	Two (2)	20
Healthy lifestyle	Entry Level 1	CBM086	Two (2)	20
	Entry Level 2	CBM087	Two (2)	20
	Entry Level 3	CBM088	Two (2)	20
	Level 1	CBM089	Two (2)	20
	Level 2	CBM090	Two (2)	20
Healthy relationships	Entry Level 1	CBM091	Two (2)	20
	Entry Level 2	CBM092	Two (2)	20
	Entry Level 3	CBM093	Two (2)	20
	Level 1	CBM094	Two (2)	20
	Level 2	CBM095	Two (2)	20
Home management and maintenance	Entry Level 1	CBM096	One (1)	10
	Entry Level 2	CBM097	One (1)	10

	Entry Level 3	CBM098	One (1)	10
	Level 1	CBM099	One (1)	10
	Level 2	CBM100	One (1)	10
Looking after others	Entry Level 1	CBM101	Two (2)	20
	Entry Level 2	CBM102	Two (2)	20
	Entry Level 3	CBM103	Two (2)	20
	Level 1	CBM104	Two (2)	20
	Level 2	CBM105	Two (2)	20
Mental health and wellbeing	Entry Level 1	CBM106	Two (2)	20
	Entry Level 2	CBM107	Two (2)	20
	Entry Level 3	CBM108	Two (2)	20
	Level 1	CBM109	Two (2)	20
	Level 2	CBM110	Two (2)	20
Music, dance and drama	Entry Level 1	CBM111	Two (2)	20
	Entry Level 2	CBM112	Two (2)	20
	Entry Level 3	CBM113	Two (2)	20
	Level 1	CBM114	Two (2)	20
	Level 2	CBM115	Two (2)	20
Online safety	Entry Level 1	CBM116	Two (2)	20
	Entry Level 2	CBM117	Two (2)	20
	Entry Level 3	CBM118	Two (2)	20
	Level 1	CBM119	Two (2)	20
	Level 2	CBM120	Two (2)	20
Personal safety	Entry Level 1	CBM121	Two (2)	20
	Entry Level 2	CBM122	Two (2)	20
	Entry Level 3	CBM123	Two (2)	20
	Level 1	CBM124	Two (2)	20
	Level 2	CBM125	Two (2)	20
Practical gardening	Entry Level 1	CBM126	Two (2)	20
	Entry Level 2	CBM127	Two (2)	20
	Entry Level 3	CBM128	Two (2)	20
	Level 1	CBM129	Two (2)	20
	Level 2	CBM130	Two (2)	20
Science and technology in everyday life	Entry Level 1	CBM131	Two (2)	20
	Entry Level 2	CBM132	Two (2)	20
	Entry Level 3	CBM133	Two (2)	20
	Level 1	CBM134	Two (2)	20
	Level 2	CBM135	Two (2)	20
Skills in the natural environment	Entry Level 1	CBM136	Two (2)	20
	Entry Level 2	CBM137	Two (2)	20
	Entry Level 3	CBM138	Two (2)	20
	Level 1	CBM139	Two (2)	20
	Level 2	CBM140	Two (2)	20
Sustainability in action	Entry Level 1	CBM141	One (1)	10
	Entry Level 2	CBM142	One (1)	10
	Entry Level 3	CBM143	One (1)	10
	Level 1	CBM144	One (1)	10
	Level 2	CBM145	One (1)	10

Teamwork	Entry Level 1	CBM146	Two (2)	20
	Entry Level 2	CBM147	Two (2)	20
	Entry Level 3	CBM148	Two (2)	20
	Level 1	CBM149	Two (2)	20
	Level 2	CBM150	Two (2)	20
Understanding self and others	Entry Level 1	CBM151	Two (2)	20
	Entry Level 2	CBM152	Two (2)	20
	Entry Level 3	CBM153	Two (2)	20
	Level 1	CBM154	Two (2)	20
	Level 2	CBM155	Two (2)	20
Values for life	Entry Level 1	CBM156	Two (2)	20
	Entry Level 2	CBM157	Two (2)	20
	Entry Level 3	CBM158	Two (2)	20
	Level 1	CBM159	Two (2)	20
	Level 2	CBM160	Two (2)	20

Skills for Work Units

Unit Title	Level	Unit Code	Credit Value	GLH
Exploring self and society				
Fairness and inclusion in the workplace	Entry Level 1	CBM161	One (1)	10
	Entry Level 2	CBM162	One (1)	10
	Entry Level 3	CBM163	One (1)	10
	Level 1	CBM164	One (1)	10
	Level 2	CBM165	One (1)	10
Personal development planning	Entry Level 1	CBM166	One (1)	10
	Entry Level 2	CBM167	One (1)	10
	Entry Level 3	CBM168	One (1)	10
	Level 1	CBM169	One (1)	10
	Level 2	CBM170	One (1)	10
Sustainable economic development	Entry Level 1	CBM171	One (1)	10
	Entry Level 2	CBM172	One (1)	10
	Entry Level 3	CBM173	One (1)	10
	Level 1	CBM174	One (1)	10
	Level 2	CBM175	One (1)	10
Widening horizons				
Exploring career pathways	Entry Level 1	CBM176	Two (2)	20
	Entry Level 2	CBM177	Two (2)	20
	Entry Level 3	CBM178	Two (2)	20
	Level 1	CBM179	Two (2)	20
	Level 2	CBM180	Two (2)	20
Jobs of the future	Entry Level 1	CBM181	Two (2)	20
	Entry Level 2	CBM182	Two (2)	20
	Entry Level 3	CBM183	Two (2)	20
	Level 1	CBM184	Two (2)	20
	Level 2	CBM185	Two (2)	20
Overcoming barriers				
Applying for jobs	Entry Level 1	CBM186	One (1)	10
	Entry Level 2	CBM187	One (1)	10
	Entry Level 3	CBM188	One (1)	10
	Level 1	CBM189	One (1)	10
	Level 2	CBM190	One (1)	10
Building a growth mindset	Entry Level 1	CBM191	Two (2)	20
	Entry Level 2	CBM192	Two (2)	20
	Entry Level 3	CBM193	Two (2)	20
	Level 1	CBM194	Two (2)	20
	Level 2	CBM195	Two (2)	20
Business finance	Entry Level 1	CBM196	Two (2)	20
	Entry Level 2	CBM197	Two (2)	20
	Entry Level 3	CBM198	Two (2)	20
	Level 1	CBM199	Two (2)	20
	Level 2	CBM200	Two (2)	20
	Entry Level 1	CBM201	One (1)	10

Interview and confidence techniques	Entry Level 2	CBM202	One (1)	10
	Entry Level 3	CBM203	One (1)	10
	Level 1	CBM204	One (1)	10
	Level 2	CBM205	One (1)	10
Overcoming barriers	Entry Level 1	CBM206	One (1)	10
	Entry Level 2	CBM207	One (1)	10
	Entry Level 3	CBM208	One (1)	10
	Level 1	CBM209	One (1)	10
	Level 2	CBM210	One (1)	10
Exploring opportunities				
Career creativity	Entry Level 1	CBM211	Two (2)	20
	Entry Level 2	CBM212	Two (2)	20
	Entry Level 3	CBM213	Two (2)	20
	Level 1	CBM214	Two (2)	20
	Level 2	CBM215	Two (2)	20
Customer service	Entry Level 1	CBM216	Two (2)	20
	Entry Level 2	CBM217	Two (2)	20
	Entry Level 3	CBM218	Two (2)	20
	Level 1	CBM219	Two (2)	20
	Level 2	CBM220	Two (2)	20
Enterprise venture	Entry Level 1	CBM221	Two (2)	20
	Entry Level 2	CBM222	Two (2)	20
	Entry Level 3	CBM223	Two (2)	20
	Level 1	CBM224	Two (2)	20
	Level 2	CBM225	Two (2)	20
Work experience	Entry Level 1	CBM226	Two (2)	20
	Entry Level 2	CBM227	Two (2)	20
	Entry Level 3	CBM228	Two (2)	20
	Level 1	CBM229	Two (2)	20
	Level 2	CBM230	Two (2)	20
Developing adaptability and resilience				
Rights and responsibilities in the workplace	Entry Level 1	CBM231	Two (2)	20
	Entry Level 2	CBM232	Two (2)	20
	Entry Level 3	CBM233	Two (2)	20
	Level 1	CBM234	Two (2)	20
	Level 2	CBM235	Two (2)	20
Understanding the changing labour market	Entry Level 1	CBM236	Two (2)	20
	Entry Level 2	CBM237	Two (2)	20
	Entry Level 3	CBM238	Two (2)	20
	Level 1	CBM239	Two (2)	20
	Level 2	CBM240	Two (2)	20
Using IT in the workplace	Entry Level 1	CBM241	Two (2)	20
	Entry Level 2	CBM242	Two (2)	20
	Entry Level 3	CBM243	Two (2)	20
	Level 1	CBM244	Two (2)	20
	Level 2	CBM245	Two (2)	20
Wellbeing and work	Entry Level 1	CBM246	Two (2)	20
	Entry Level 2	CBM247	Two (2)	20

	Entry Level 3	CBM248	Two (2)	20
	Level 1	CBM249	Two (2)	20
	Level 2	CBM250	Two (2)	20
Welsh in the workplace				
Working in Wales	Entry Level 1	CBM251	Two (2)	20
	Entry Level 2	CBM252	Two (2)	20
	Entry Level 3	CBM253	Two (2)	20
	Level 1	CBM254	Two (2)	20
	Level 2	CBM255	Two (2)	20

Providers must refer to the relevant Unit Specification for full details of learning outcomes, assessment criteria and indicative content. The Unit Specification is the definitive source of unit-level requirements.

Unit specifications can be downloaded via the qualification pages of the website.

Delivering this Qualification

Becoming a Provider

To deliver this qualification you must be a recognised Open Awards provider. For more information, head to our website or contact the team on 0151 494 2072.

How to Deliver

To request to deliver this qualification, please login to the Portal and then click on 'Tracking' and 'Initiate a Workflow'. You will then need to select 'Apply to Deliver Regulated Qualification(s)'.

For support with this process, please see the following document in the Portal 'Provider Portal Guidance – Qualification Approval' or contact the team on customerservices@openawards.org.uk or 0151 494 2072.

Documents Required for Delivery

Before planning or commencing delivery, providers must ensure that they have access to and are working from:

- This Qualification Guide (Entry Level 2)
- The relevant Unit Specifications for each unit being delivered
- Open Awards' Quality Assurance policies and guidance.

The Unit Specifications are the definitive source of information regarding learning outcomes, assessment criteria, indicative content and any unit-specific resource or staffing requirements.

Providers must design their delivery and assessment plans with explicit reference to the Unit Specifications to ensure that all assessment criteria can be validly evidenced.

Delivery and Assessment Planning

Prior to commencing delivery of this qualification, providers must produce a Delivery and Assessment Plan.

The Delivery and Assessment Plan must be agreed internally before delivery begins and must be available for review by Open Awards as part of External Quality Assurance (EQA) activity.

The Delivery and Assessment Plan must include, as a minimum:

- Planned start and end dates for the course
- The units to be delivered and how they meet the Rules of Combination
- A mapped schedule of teaching, learning and assessment activities
- The assessment methods to be used for each unit
- How assessment tasks map to all assessment criteria
- Arrangements for internal marking and standardisation
- Roles and responsibilities of tutors, assessors and IQAs
- Procedures for resubmissions and re-takes/ resits
- Arrangements for learner support and supervision
- Procedures for managing malpractice and appeals
- Key internal deadlines for assessment, IQA and claiming results.

The plan must demonstrate that:

- Assessment activities are valid, reliable and appropriate to Entry Level 2
- Learners will have sufficient opportunity to generate evidence for all assessment criteria
- Delivery and assessment are inclusive and reflect principles of fair design.

Failure to produce an appropriate Delivery and Assessment Plan prior to delivery may result in action through the External Quality Assurance process.

Registering Learners

Once you are ready to deliver this qualification, you will need to register your learners in line with the timescales below:

- Short courses (15 weeks or less) within 25 working days of the course start date
- Long courses (over 15 weeks) within 60 working days of the course start date.

You will need to register your learners via the Portal.

Changes to Registration Level

Providers must ensure that learners are registered at the level that best reflects their current stage of development following initial assessment.

If, during delivery, a learner demonstrates consistent performance at a higher level than that for which they are registered, the Provider must:

1. Conduct a documented review of the learner's performance
2. Confirm that the learner is able to meet the full range of assessment criteria at the higher level (not just isolated criteria)
3. Consult with the Internal Quality Assurer (IQA) prior to any decision being made.

Learners will not be automatically awarded a unit at a higher level than that for which they are registered. The Provider must notify Open Awards if they wish to transfer a learner to a higher level.

Where transfer to a higher level of qualification is approved:

- The learner will be withdrawn from the original qualification level
- The learner must be re-registered at the new level
- Any applicable fees may apply in line with Open Awards' current fee schedule.

If a learner is unable to meet the assessment criteria at their registered level:

- The Provider must consider additional support and formative assessment.
- Consider assessing learners against the unit(s) at a lower level.

Certification of the qualification at a lower level will be automatically processed, subject to the following conditions:

- The learner must not have completed the qualification at the originally registered level
- Rules of combination have been met
- No certification claims must have been made.

Providers must ensure that learners and parents/carers (where appropriate) are informed of any transfer decision.

Where a learner transfers to a different level, Recognition of Prior Learning (RPL) may be considered in accordance with Open Awards Recognition of Prior Learning Policy.

Withdrawal or Partial Achievement

Following registration, providers are required to account for all learners during and at the end of their course. Where a learner leaves their course for any reason, providers are required to notify Open Awards and to provide reasons for the withdrawal.

For full details of withdrawal procedures and administrative requirements, please refer to the Open Awards Provider Handbook, available via the Open Awards Portal.

The Open Awards Provider Handbook sets out the formal processes for learner registration, withdrawal, certification and associated administrative requirements. Providers must ensure that procedures followed align with the current version of the Open Awards Provider Handbook.

A learner will be awarded a unit transcript for any units achieved.

Results and Certification

This qualification is designed to be accessed as a roll-on/ roll-off delivery model meaning that providers can set their own start and end dates in line with their own curriculum and delivery plans.

Results cannot be confirmed until Open Awards has completed external quality assurance activities in lines with its Centre Assessment Standards Scrutiny policy (please see Open Awards Provider Handbook for more information).

Open Awards service standards ensure that all results will be confirmed by the Level 2 national results day as long as results (and all associated evidence) is submitted to Open Awards by the deadline. The specific deadline will be published in September every year for the following August results day. This is normally four (4) weeks in advance of results day.

Provider Staff Requirements

It is expected that providers will have competent staff with relevant subject knowledge and skills or sector experience for their role in the delivery of the units/qualifications being offered.

Providers are responsible for ensuring that their staff have access to appropriate training and support. They are also responsible for notifying Open Awards of staff changes.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider, in addition to being able to confidently support the learning within each unit at the relevant level(s). However, delivery staff would benefit from developing confidence in supporting learners to engage with learning that may be considered sensitive or 'triggering', such as learning scenarios that reflect topics such as cyberbullying, online harm, mental health, discrimination and ethics.

Please note, where an individual unit has specific resource requirements, this will be outlined in the unit specification.

Assessors must:

- hold or be working towards an appropriate assessor or teaching qualification. Assessors holding legacy qualifications must be able to demonstrate that they are assessing to current standards
- Have credible experience which is clearly demonstrable through continuing learning and development.

Internal Quality Assurers (IQA) must:

- occupy a position that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal quality assurance roles
- hold or be working towards an appropriate internal quality assurance qualification. Internal quality assurers holding legacy qualifications must be able to demonstrate that they are working to current standards
- have undertaken the appropriate assessor qualification identified by the regulator and practiced as an assessor prior to undertaking the internal quality assurer role.

It is recognised that internal quality assurers are expected to verify the assessment process and not reassess the evidence provided but it is expected that IQAs will have undertaken an appropriate assessor qualification and practised as a teacher and/or an assessor prior to undertaking the internal quality assurer role.

Assessment

Open Awards units and qualifications have been designed around the principle that the learner will build evidence towards the achievement of the assessment criteria over a period of time
This qualification consists of units that contain both skills and knowledge learning outcomes, meaning that a range of assessment methods and evidence type will be suitable across units.

Each learner is required to build a portfolio of evidence to demonstrate that all the assessment criteria associated with each unit has been met.

This qualification has been designed to be delivered in a unitised way (one unit at a time) and each unit has been designed to be delivered and assessed as a standalone entity. However, learners are permitted to use one piece of evidence to demonstrate knowledge, skills and understanding across different assessment criteria and/or different units where appropriate.

Tutors and assessors need to ensure that all evidence presented in a portfolio is:

Valid: it must clearly demonstrate the knowledge or skills that are set out in the assessment criteria. It must also clearly be the work of the learner.

Reliable: it will in general, produce the same range of responses from learners, as long as they are used in similar circumstances and with similar groups of learners.

Inclusive: so that no individual learner is excluded from the opportunity to show their achievement because of their individual background or experience.

Assessors are required to review and assess all learner evidence and must be satisfied that learners have achieved all learning outcomes and assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit.

Assessors will also ensure that the evidence produced by the learner is their own work.

Assessors retain records (e.g. Feedback Sheets, Individual Progress Record, Group Progress Record) on behalf of the provider which are made available and used by the provider's Internal Quality Assurer and Open Awards' Quality Assurance Team.

Assessment Materials and Provider-Set Tasks

This qualification does not prescribe fixed Sample Assessment Materials (SAMs). Providers are responsible for designing assessment tasks that:

- Enable learners to meet all learning outcomes and assessment criteria
- Reflect the appropriate level of demand
- Comply with the defined assessment controls.

To support providers, Open Awards provides:

- Enhanced assessment guidance within each Unit Specification
- Examples of suitable assessment task types
- Illustrative formats for recording evidence
- Guidance on appropriate levels of support.

Providers must not rely on a single fixed assessment model. Assessment should remain authentic, contextually relevant and responsive to learner needs.

All provider-set assessment tasks are subject to Internal Quality Assurance and External Quality Assurance review to ensure consistency and comparability across providers.

Sample Assessment Materials (SAMs) are not available for this qualification. However, there is assessment guidance within each Unit Specification that provides

- Examples of suitable task types
- Illustrative evidence formats
- Clarified assessment controls.

Open Awards will continue to build and share anonymised examples of effective practice through national standardisation activities.

Assessment Conditions

All assessments must be conducted under controlled but supportive conditions.

“Controlled” refers to the requirement that assessment evidence must:

- Be the learner’s own work
- Be generated within a structured assessment context
- Be subject to clear Assessment Criteria
- Be internally assessed and quality assured
- Be available for external quality assurance.

“Supportive” reflects the inclusive nature of the 14–16 cohort and recognises that learners, particularly at Entry Levels, may require structured guidance to access assessment tasks.

Support must enable access without compromising validity.

The following forms of teacher/ assessor support are permitted at all levels:

- Clarification of task instructions
- Re-reading or rephrasing instructions (without altering demand)
- Use of prompts to refocus attention
- Use of communication aids or assistive technology
- Modelling of process (but not modelling of answers)
- General encouragement and reassurance.

Support expectations vary appropriately by level.

At Entry Level 2-3:

- Structured support permitted
- Reduced frequency of prompts
- Limited scaffolding
- Increasing expectation of learner-initiated responses.

Independence expectations increases progressively across levels. While support may be used to enable access, the final evidence must reflect the learner’s own knowledge, skills and understanding at the appropriate level of demand. Internal and External Quality Assurance processes will monitor the appropriateness of support provided.

Marking against Assessment Criteria
All assessment criteria must be met in order for learners to pass the qualification. Therefore, the ‘pass criteria’ for each assessment is whether the allocated (mapped) assessment criteria have all been met. The indicative content provided amplifies what is expected to be included in a response for a learner to be assessed as having passed. Where not all criteria have been met within a specific assessment (e.g. if an essay is submitted that met some but not all of the criteria mapped to the assessment), only the criteria not yet met would need to be re-assessed.

This could be through an alternative assessment method e.g., professional discussion if this is appropriate for the outstanding assessment criteria.

High performance in one assessment criterion does not compensate for poor or no performance against another criterion. Assessment decisions are made against each assessment criteria in each of the units in order for the learner to achieve a ‘pass’ overall at qualification level.

Resubmissions and Reassessment

A learner must only be formally assessed against assessment criteria for a unit once their teacher/ assessor has confirmed they are ready to be assessed.

If the learner does not achieve all assessment criteria on the first attempt, they will be given a maximum of two (2) further opportunities to address the assessment criteria unmet on the first attempt.

Resubmissions must be proportionate, retain the original assessment method where possible, have clear deadlines, and remain subject to IQA/EQA.

Wherever possible, learners are not expected to reattempt the whole assessment and an alternative assessment method may be used by the provider where this would be appropriate.

For example, a question and answer session as a retake for a workbook activity.

Resubmissions must:

- be proportionate to the degree of non-achievement
- be consistent with the way the learning outcome(s) were originally assessed
- be subject to a clear deadline
- be applied consistently in equivalent assessment situations, so that all learners have equivalent opportunities for resubmission and reassessment
- ensure that the additional or revised work being resubmitted is clearly distinguishable from the work originally submitted
- be subject to quality assurance.

Providers must use recording documentation to record reattempted assignment results and feedback. This must include any additional teaching/learning that is required before a resubmission. Feedback must identify general areas for development without providing task-specific solutions.

Providers are required to collect data around resubmissions to enable Open Awards to externally quality assure how this requirement is implemented in practice, and so data can be monitored across and within providers.

If a learner did not meet all criteria after two resubmission opportunities, a ‘fail’ would be awarded and the learner would need to be re-entered for the qualification as a whole.

As above, opportunities must be given for learners to be assessed against specific assessment criteria where the provided evidence does not meet the criteria or the standard required. Providers are responsible for setting their own course duration/ length to ensure learners have sufficient time to complete all learning and assessment requirements.

If a learner does not pass all assessment criteria across the qualification, they will be issued with a unit transcript.

If the learner decided to attempt the qualification again, any unit achievement could be used towards achievement of the qualification as a whole, provided that it was within the unit validity period to ensure its currency. The provider would be required to complete an initial assessment to identify gaps in knowledge, skills, behaviours and apply to Open Awards to recognise the existing units in line with Open Awards' recognition of prior learning policy.

Learner Feedback

Tutors and assessors must provide timely feedback for each completed assessment task. Learners must be informed in advance when feedback will be issued, e.g. through the assignment brief.

Feedback must be clear, focused and developmental. It must reference the relevant assessment criteria and explain the basis for the assessment decision (Pass/Fail). Where multiple assignments contribute to a unit, feedback must address each task separately to support learner understanding of strengths and areas for improvement.

Where a learner has not met one or more assessment criteria, feedback must identify which criteria have not been achieved and indicate the general area requiring improvement. Feedback should support progress and clarify expectations for any permitted resubmission, but must not provide model answers or overly detailed guidance that could constitute coaching.

Feedback must be provided in the language of assessment selected by the learner (English or Welsh).

Providers must ensure that learners are not disadvantaged on the basis of language choice. Where a qualification is delivered and assessed in Welsh, feedback must also be provided in Welsh.

External Quality Assurance activity will take account of language choice to ensure fairness and consistency across both languages.

Training and Support

Open Awards offers a variety of training and support to providers. Our online training and support is free of charge and can be accessed via a link on the Open Awards website. Please contact our Customer Service Team if you need support to access it.

Quality Assurance and Standardisation

Delivery of this qualification must be done so in accordance with Qualifications Wales regulatory guidelines and in line with Open Awards' quality assurance processes. Please see our website for more information.

Internal Quality Assurance (IQA)

All providers delivering Open Awards provision must operate rigorous internal quality assurance systems. Providers must produce an IQA Plan and complete pre-course verification before delivery commences.

This activity must include pre-course verification to confirm that:

- Assessment tasks are appropriately mapped to all assessment criteria
- Assessment tasks are suitable for the level
- Tasks enable learners to generate sufficient, valid and authentic evidence
- Delivery and assessment arrangements are inclusive and accessible
- Adequate staffing and resources are in place.

IQA activity must:

- Be agreed before delivery commences
- Outline the provider's sampling strategy
- Identify risk-based sampling arrangements
- Confirm how standardisation activities will be undertaken
- Detail how assessment decisions will be monitored for consistency
- Identify how feedback and marking decisions will be quality assured.

The Internal Quality Assurer must work collaboratively with tutors and assessors prior to delivery to ensure that all arrangements meet Open Awards' requirements. Evidence of Delivery and Assessment Planning and IQA planning must be retained and made available for External Quality Assurance review

Full details of Open Awards' Internal Quality Assurance requirements are set out in the Open Awards Provider Handbook and the Centre Assessment Standards Scrutiny (CASS) Strategy.

Providers must ensure that their IQA arrangements align with:

- Qualification Guide (this document)
- Open Awards Provider Handbook
- CASS Strategy.

Where there is any uncertainty regarding interpretation of requirements, the Open Awards Provider Handbook and associated quality assurance documentation must be followed.

External Quality Assurance (EQA)

External Quality Assurance (EQA) activity is conducted in accordance with:

- Open Awards Centre Assessment Standards Scrutiny (CASS) Strategy
- Open Awards Provider Handbook.

The Open Awards Provider Handbook provides detailed information regarding:

- Provider approval and risk rating
- Compliance monitoring
- External verification procedures
- Sanctions and escalation processes
- Appeals and maladministration procedures.

This qualification is classified as low risk under Open Awards' CASS Strategy. Provider-level risk ratings (New/Low/Medium/High) determine EQA sampling frequency and scope. See the Open Awards Provider Handbook and CASS Strategy for full details.

Providers are responsible for ensuring that delivery and assessment practices comply with the requirements set out in these documents.

The Open Awards Quality Assurance Team has overarching responsibility for ensuring the provider's ongoing compliance through their quality assurance policies and practices.
The Open Awards Quality Assurance Team's role is to:

- support providers to improve the quality and standards of delivery, assessment and internal quality assurance
- externally quality assure providers' recommendations for awards
- ensure consistency in standards between providers and over time
- ensure ongoing compliance with the Open Awards Provider Agreement, policies and procedures.

The level of external quality assurance intervention a provider receives is determined by the provider's quality risk rating (New Provider, Low, Medium or High). Risk ratings are reviewed, as a minimum, on an annual basis.

Annual Quality Assurance Reviews
The Annual Quality Assurance Review will provide the Open Awards Quality Assurance Team with an up-to-date record of specific areas of compliance with the Provider agreement. This enables Open Awards to make a judgement on the provider's ongoing compliance in the following areas:

- Quality assurance policies
- Business policies
- Staffing and resources
- Data management
- Engagement with Open Awards
- Internal quality assurance arrangements
- Provider administration.

The Open Awards Quality Assurance Team will review progress towards the Provider Improvement Action Plan (PIAP) and may incorporate external verification activities into the review. Where concerns are raised as a result of this activity, the provider's risk rating may be increased and review visits undertaken more frequently.

Please see Open Awards Provider Handbook and EQA Guidance for more information.

External Verification
The process of external verification is to make sure that assessments meet nationally agreed standards by reviewing whether assessment decisions (including grading decisions where appropriate) made by assessors and the checks carried out by the Internal Quality Assurer at the provider are valid.

The frequency of external verification activities required at each approved provider is dependent upon the risk rating of the qualification and the provider risk rating. The higher the risk of the qualification and provider will mean in an increase in the frequency of external quality assurance activities. Details of sample sizes can be found in the Open Awards Provider Handbook.

Provider approval, compliance monitoring and external quality assurance is carried out by the Open Awards Quality Assurance Team/ External Quality Assurers who will confirm that the provider is assessing to standard and ensure that there are robust internal quality assurance systems embedded.

This qualification has been classified as low risk in line with our CASS strategy. For further guidance on External Quality Assurance activities for low risk qualifications, please refer to Open Awards Provider Handbook and EQA Guidance.

Standardisation

Providers are required to complete internal standardisation activities to ensure all assessors are making consistent and valid assessment decisions. In addition,

Providers are required contribute to national standardisation events, as a minimum once per year. Open Awards offers standardisation events and qualification-specific forums that are held throughout the year. Such events will also provide an opportunity to identify and share best practice. Up to date details of training and standardisation events can be found on our website.

Internal standardisation involves ensuring that, where there is more than one tutor/ assessor delivering Open Awards provision or more than one site, internally set tasks and the outcomes of internal assessment are consistent across the range of courses.

For further guidance on Quality Assurance and Standardisation, please refer to the Open Awards Provider Handbook.

Recognition of Prior Learning and Achievement (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they may already possess. Evidence of learning must be sufficient, reliable and valid.

Where a learner transfers to a different level, RPL may be considered in accordance with Open Awards Recognition of Prior Learning Policy.

RPL may be used where:

- Previously completed units remain current and valid
- The evidence meets the assessment criteria of the new level
- The provider has conducted an appropriate mapping exercise.

It is the responsibility of the provider to inform Open Awards at registration of any exemptions and/or equivalences for which a claim may be made. These claims will be subject to external quality assurance by the Open Awards Quality Assurance Team.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life and Work suite may contribute towards achievement of this qualification.

Units certificated by another Awarding Organisation, or units taken from other Open Awards qualifications outside of this approved suite, may not be counted towards the Guided Learning Hours or credit requirements for this qualification.

Direct Recognition of Prior Learning (RPL) may be considered only where the learner has previously achieved the same Open Awards unit (with the same unit code and level).

For more information, please see our Recognition of Prior Learning Policy found on the Portal.

Appendices and Links

The following Open Awards documents form part of the mandatory qualification documentation and must be used together:

- Qualification Guide (this document)
- Relevant Unit Specifications
- Open Awards Provider Handbook
- Centre Assessment Standards Scrutiny (CASS) Strategy
- External Quality Assurance (EQA) Guidance
- Reasonable Adjustments and Special Consideration Policy
- Recognition of Prior Learning (RPL) Policy
- Malpractice and Maladministration Policy
- Enquiries, Complaints and Appeals Policy
- Equality and Diversity Policy
- Invoicing Policy
- Privacy Policy.

All documents are available via the Open Awards Portal. Providers are responsible for ensuring that they are using the most up-to-date versions of all documentation.

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