



The specification for:

# **Personal effectiveness for life and in work**

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# 1. For those in a hurry!

Please read the rest of the book later as the details are important!

- 1.1 TLM's INGOT assessment model is common to most of its qualifications. It is based on competence-based assessment of coursework using a portfolio of evidence and supported by a free optional cloud-based evidence management system. The rationale for this design can be found at [https://theingots.org/community/qual\\_design](https://theingots.org/community/qual_design)
- 1.2 Pupils must demonstrate competence against the assessment criteria from their day to day work and the teacher assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

## Procedures

- 1.3 The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards.
- 1.4 TLM will provide initial training in the pedagogical model and using the supporting technologies to provide the evidence needed. The purpose is to get you started and then we provide on-going support to ensure you are confident and we can work as a professional partnership. We advise new Centres to do some coursework assessment early so that they can receive feedback and quickly become confident in doing routine coursework assessment. Our aim is to make this no more onerous than normal routine assessment that anyone would do as a normal part of the teaching job. This gives more time to focus on teaching and therefore to support raising attainment.

## 2. Introduction

This 'TLM Level 1 (Award) Personal effectiveness for life and in work' qualification has the following aims.

The aims of the qualification are to enable candidates:

- to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness;
- to broaden their experience and manage learning through enrichment activities;
- to receive formal recognition and accreditation for the above.

## 3. Summary of Qualification Specification

### 3.1 Entry Level 1 Award (Annexe A)

The TLM Level 1 (Award) Personal effectiveness for life and in work is a substantial and wide-ranging qualification which enables candidates to develop and demonstrate a range of personal, key and employability skills, leading to personal effectiveness for life and in work.

The purpose is to develop a range personal, learning and reasoning skills through a broad range of enrichment activities provided by this specification.

The units encourage the development of the skills required for progression to further education, training or employment.

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**Qualification Title:** TLM Level 1 (Award) Personal effectiveness for life and in work

**Qualification Number:** xxxx

**Qualification Level:** Level 1

**Total Credits:** 6

**Guided Learning Hours:** 60 hours

**Total Qualification Time:** 60 hours

**Assessment Methods:** Coursework, Portfolio of Evidence

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#### Assessment

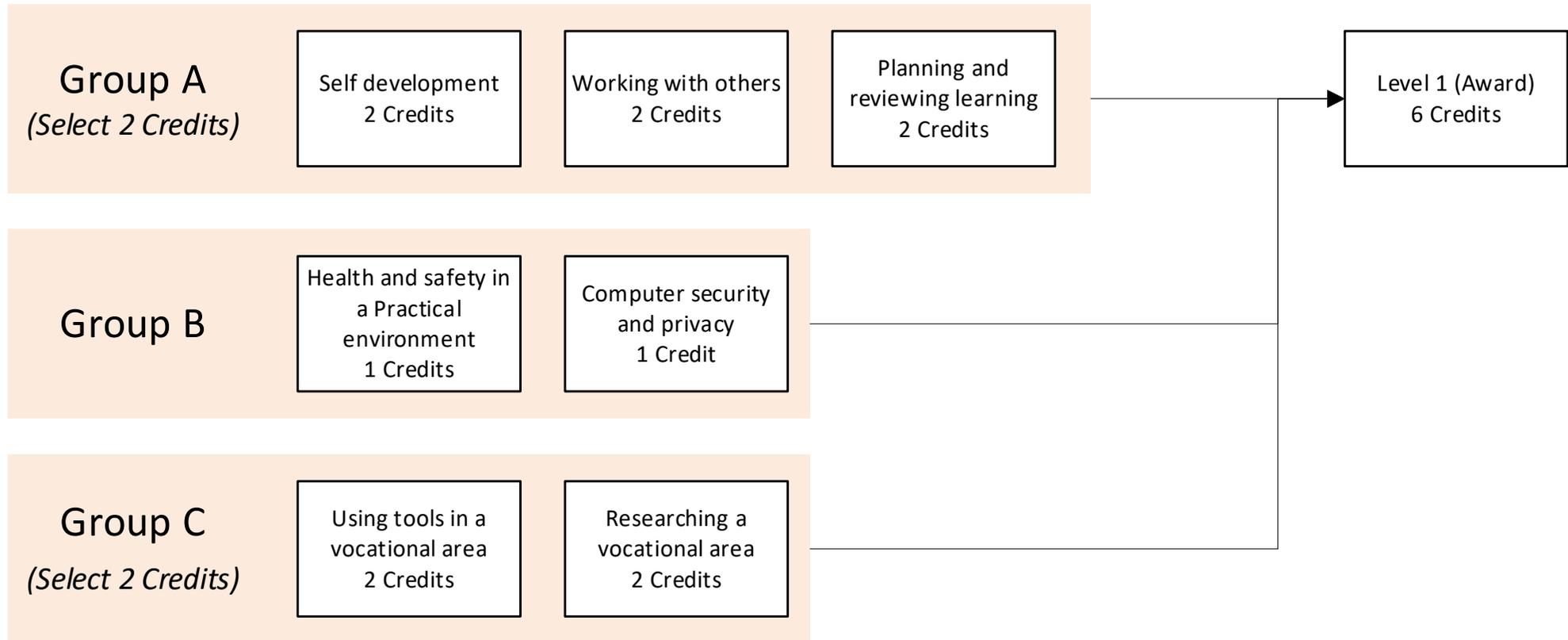
Pupils must demonstrate competence against the assessment criteria from their day to day work and the teacher assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

#### Rules of combination

To achieve this qualification, Learners must achieve 2 Credits each from Group A and Group C.

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# 4. Qualification Content



## 5. Transferable Skills

### 5.1 Key Subject Aims

The over-arching aim is to enable learners:

- to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness;
- to broaden their experience and manage learning through enrichment activities;
- to receive formal recognition and accreditation for the above.

### 5.2 Knowledge and Understanding

The following knowledge and understanding will be required to support learning for the qualification.

- There are no specific recommended prior learning requirements for this qualification.
- This qualification has been developed for candidates aged 14-16 in schools and colleges but is also accessible to candidates post-16.
- Centres are responsible for ensuring that this qualification is appropriate for the age and ability of their candidates.

### 5.3 Skills

Opportunities are provided to support the following skills, which will be assessed directly.

- Developing self.
- Working in a group.
- Planning and reviewing learning.
- Health and safety in practical situations.
- Using a computer safely and securely.
- Using tools at work.
- Researching jobs.

## 6. Support

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### Guidance and Assistance

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- 6.1 There is further guidance for coursework assessment on the INGOT web site. All centres have an assigned Account Manager who will be pleased to help at any time. Our aim is to give professional assessors, most of whom are qualified teachers, the confidence to make judgements with a minimum of bureaucracy so that they can focus their time on maintaining their professional knowledge, skills and supporting learning through effective teaching rather than “chasing paper”. There is often a confusion between bureaucracy and rigour, since unnecessarily complex bureaucracy can actually detract from rigour by obscuring the importance of the outcomes.
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- 6.2 **Web sites** - TLM provides support through a cloud-based system. Providing assessment grades and the management of certification through the Awards Site is mandatory and all assessors are provided with training in its use. It is simply a matter of recording learner competence against the unit criteria as the evidence is collected and claiming a certificate on behalf of the learner when a unit has been fully assessed.
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- 6.3 The **community learning site** provides free optional facilities for learners to submit their evidence on-line, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screen-shots and referencing that draws time away from teaching.
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- 6.4 **Telephone** and e-mail support are available to all Centres. There is a general convention of `firstname.secondname@tlm.org.uk` for e-mail addresses. It is usually best to e-mail your account manager in the first instance. Google hangouts can be arranged for video conferencing support.
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## 7. Registration & Procedures

### Registration

- 7.1 TLM's subscription model enables schools to enter learners at times convenient to them. There are no late entry fees and no additional fees should a learner fail to produce evidence at a level but can meet the criteria at a lower level. This can reduce costs to the school when compared to GCSEs and significantly more than this when compared to some GCSE alternatives.

There are no fees for replacement certificates or verification of certificates because all certificates can be directly authenticated against TLM's secure database. For details of current subscription costs please contact us or refer to the web site.

### Internal standardisation

- 7.2 The Principal Assessor has the ultimate responsibility for consistency in assessment standards within a centre. All assessors have signed a contract agreeing to uphold standards and should therefore co-operate with the Principal Assessor and Account Manager at TLM to ensure that standards across the centre are consistent.

It is advisable to send work samples to TLM early to check that evidence is at the right standard so that there is time to make any adjustments necessary to the course and learner expectations.

TLM will generally check a higher quantity of work from new assessors and feedback to ensure that they are confident to make appropriate judgements over time. This reduces risk and improves efficiency in the longer term.

### Authentication

- 7.3 All assessors must take reasonable steps to ensure that any coursework evidence submitted by candidates is a true reflection of the candidates' competence. This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM.
- 7.4 Certificates can be authenticated directly on-line using the certificate number or by scanning the QR code on the certificate. There is no charge and it makes it more likely that certificates will be checked and that in turn improves security. Certificate forgeries are a significant problem when authentication is not simple and straightforward because convincing forgeries are easy to achieve with recent technologies and will get easier as time goes on.

## 8. Other Considerations

### Access arrangements and special requirements

- 8.1 All TLM's qualifications are intended to be accessible, as widely as possible. There is an extensive policy documented on the web site at <https://theingots.org/community/QCF2.13> Centres should contact TLM if they have any questions related to accessibility issues.

### Language

- 8.2 The language for provision of this qualification is English only. This will only change if we have a significant demand in another language that is sufficient to cover the additional costs involved.

### Malpractice

- 8.3 TLM has comprehensive policies and procedures for dealing with malpractice. These are documented with links on the web site at <https://theingots.org/community/QCF5.29-5.32> Assessors should be familiar with these policies and make them clear to candidates. Assessors should inform their account manager if they suspect any instance of malpractice that could have a material effect on the outcome of any assessments, either for themselves or colleagues. This is part of the upholding of standards that is part of the contract with TLM.

### Equality of opportunity

- 8.4 TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site at <https://theingots.org/community/QCF2.11-2.14>

### Resources, Support and Training

- 8.5 A clear goal is to enable learners to support all their IT user needs using resources freely and legally available from the internet. This is related directly to national policies for inclusion and equality of opportunity. The reality is that there is so much user dependence on proprietary applications that we can only support the transition to free and open resources through education and common sense.
- 8.6 TLM does not require centres to use Free and Open Source applications but it certainly encourages them to do so. Most of the key software applications needed to support any of the assessed units are available freely from the web including office suites, graphics and sound editing. As a nation we could save hundreds of millions if not billions of pounds in software licensing fees by providing users with the skills, knowledge and confidence to migrate to free and open source applications. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing.

# Annexe A

## Entry Level 1 Award - Unit assessment - coursework guidance

The **Level 1 learner** will work co-operatively in planning that underpins the use of skills, knowledge or understanding related to immediately available technologies. They can identify a purpose for their activities and that some resources are necessary to complete a task.

Support and advice from other people will be a common feature in their work.

An activity will typically be 'straightforward or routine' because:

- the task or context will be familiar and involve few factors; and the approaches used will be familiar or commonly undertaken with support from other more experienced people.

Learners should show willingness to be cooperative and respect the advice and support given by more experienced users.

**Moderation/verification:** The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialog with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound.

### General Information

- My First INGOT is a more friendly name for the qualification also referred to as Bronze 1 or Entry Level 1
- The definition of an entry level qualification is to recognize basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.
- The criteria are designed to provide opportunities to promote numeracy, literacy and social skills as well as ICT capability and are compatible with the UK National Curriculum programmes of study as well as the qualifications and credit framework. This provides opportunities to satisfy both needs concurrently.
- My First INGOT is designed to promote a wider range of participation, for example, for people with special needs or specific learning difficulties or younger children. It provides a low barrier to entry to formal certification.
- The specification for the Level 1 certificate provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with young children or adults and be applied to a wide range of existing courses.

### Requirements

- Standards must be confirmed by a trained Bronze Assessor or higher
- Assessors must as a minimum record assessment judgement as entries in the on-line mark book on the INGOTs.org certification site.

- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.
  - Different approaches to learning will be required in order to match differing needs, for example, the needs of children will be different from the needs of adults with learning disabilities.
  - When the candidate demonstrates secure capability against each of the criteria in the selected units, they are entitled to a certificate for passing the unit and then through the appropriate 'Rule of Combination' (*see above*), an overall award.
  - We expect teachers to determine the appropriate amount of guided study (*taking GLH into account*) to be under-taken for the award for complete beginners generally new to formal education, but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the award, what matters is outcomes. Can the candidate securely meet the criteria?
  - Certificates must be printed on INGOT template paper available from The Learning Machine Ltd for which there is a charge of 50p per template.
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## Group A

### Self-development

Title	Level	Credit value	Aim	The learner will:	The learner can:
Self-development	1	2	Skills in self-awareness and self-development	1. Take an active role in their self-development	1.1 Identify their own strengths and/or abilities 1.2 Choose an area for self-development 1.3 Outline the importance of this area for their own self-development
				2. Be able to plan for their self-development	2.1 Plan for an identified area of self-development 2.2 List activities, targets, and timelines for their own self-development 2.3 Plan how to review progress towards achieving their targets 2.4 Work through the agreed plan towards achieving their self-development targets
				3. Review their self-development and plan for the future	3.1 Review their own self-development plan 3.2 Suggest how to make changes and improve the plan

					3.3 Outline ways to continue with their self-development in the future
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## Working with others

Title	Level	Credit value	Aim	The learner will:	The learner can:
Working with others	1	2	To develop skills in working together in a group	1 Understand the characteristics of good team working	1.1 Identify two factors leading to good team working 1.2 Explain why each of these factors supports good team working
				2 Understand and demonstrate own strengths and role in a team	2.1 Identify two individual strengths and describe their team role 2.2 Describe how their own strengths have contributed to a team's work
				3 Be able to recognise and value the contribution made by others in a team	3.1 Identify two strengths of other team members and describe their respective team roles 3.2 Describe how others' strengths have contributed to a team's work

				<p>4 Be able to participate effectively in a team</p>	<p>4.1 Suggest ways of working for team, for working as a group</p> <p>4.2 Contribute to the planning of teams' and own tasks</p> <p>4.3 Work with others in a positive way to tackle teams' and own tasks</p> <p>4.4 Make suggestions appropriately</p> <p>4.5 Deal with instructions appropriately</p> <p>4.6 Deal with feedback appropriately</p> <p>4.7 Support others and ask for support when required</p>
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## Planning and reviewing learning

Title	Level	Credit value	Aim	The learner will:	The learner can:
Planning and reviewing learning	1	2	To develop skills in planning and reviewing own learning	1 Be able to plan to meet targets.	1.1 Describe the importance of setting targets 1.2 Set targets that clearly show what they want to achieve 1.3 Identify clear action points and deadlines 1.4 Identify and access sources of support 1.5 Plan for reviewing progress
				2 Be able to follow a plan to meet targets and improve performance	2.1 Work through action points to complete work on time 2.2 Describe different ways of learning and how they learn best 2.3 Use ways of learning suggested by others and make changes when needed to improve performance 2.4 Use support given by others to help meet own targets

				<p>3 Be able to review own progress and achievements</p>	<p>3.1 Identify what they have learned and state they have learned</p> <p>3.2 State what went well and what went less well</p> <p>3.3 Identify targets they have met and describe own achievements</p> <p>3.4 Accept and use feedback to improve own performance</p>
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## Group B

### Health and Safety in a Practical Environment

Title	Level	Credit value	Aim	The learner will:	The learner can:
Health and Safety in a Practical Environment	1	1	To gain awareness of H & S requirements and tackling risks	1 Be aware of relevant health and safety requirements, procedures, and equipment	1.1 State the purpose of relevant, current health and safety requirements, for example, Health and Safety at Work Act or the Control of Substances Hazardous to Health Regulations 1.2 State the correct procedures for reporting accidents and potential hazards 1.3 State the correct response to two emergency situations 1.4 State the location of the use of emergency equipment, for example, fire/emergency alarm and first aid box
				2 Recognise and manage risk by following safe working practices	2.1 Identify the potential risks of a given situation 2.2 State the purpose and use of safety equipment and/or clothing to minimise risk in particular tasks 2.3 Follow relevant health and safety procedures, for example, by selecting and using appropriate personal protective equipment or using correct manual handling techniques

## Computer security and privacy

Title	Level	Credit value	Aim	The learner will:	The learner can:
Computer security and privacy	1	1	To gain awareness of computer security and privacy	1 Know the basics of computer security and privacy.	1.1 State why computer security and privacy is important 1.2 Identify two threats to a computer. 1.3 Identify ways to protect a computer against threats
				2 Know how to keep information secure	2.1 Give examples of ways of keeping online and network transactions secure 2.2 Give examples of keeping e-mail and instant messaging transactions secure
				3 Know how to protect self and family from online security threats	3.1 Identify ways to protect own privacy online 3.2 Give examples of ways of protecting own family from security threats online

				4 Know how to keep a computer secure	4.1 Identify the security settings on a computer and their purpose 4.2 Identify ways of keeping computer security up-to-date
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## Group C

### Using tools in a vocational area

Title	Level	Credit value	Aim	The learner will:	The learner can:
Using tools in a vocational area	1	2	To gain practical skills in the use of tools within a vocational area	1 Know tools and equipment suitable for an agreed activity	1.1 Identify tools and equipment suitable for an agreed activity 1.2 State the purpose of tools and equipment for an agreed activity
				2 Be able to use tools and equipment for an agreed activity	2.1 Use suitable tools and equipment for an agreed activity 2.2 Identify and follow safety precautions associated with the tools and equipment used for an activity
				3 Know how to care for and maintain a range of tools and equipment.	3.1 Outline the care and maintenance needed for the tools used for an agreed activity

## Researching a vocational area

Title	Level	Credit value	Aim	The learner will:	The learner can:
Researching a vocational area	1	2	To gain the skills to research a vocational area	1 Know how to research a vocational area	1.1 Outline own reasons for interest in a specific vocational area 1.2 Use given sources of information to research the vocational area 1.3 Name three job roles associated with the vocational area 1.4 Identify the skills, knowledge and personal qualities required to perform one of the job roles identified
				2 Know how to develop the skills and knowledge for a chosen job role	2.1 Identify own current skills, knowledge, and personal qualities relevant to the chosen job role 2.2 Identify areas for own development 2.3 Prepare an outline action plan for developing skills and knowledge for the chosen job role