



Ascentis Level 3 Progression

Unit Booklet

Please use this document referring to the relevant Specification

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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UNIT SPECIFICATIONS

Unit Title: Leadership Skills
Unit Reference Number: M/505/8737

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand key characteristics of an effective leader.	1.1. Assess the characteristics of effective leaders. 1.2. Discuss whether effective leaders are born or made.
2. Understand the skills involved in being an effective leader.	2.1. Discuss and appraise the skills involved in being an effective leader. 2.2. Evaluate from experience how a leader has motivated and organised a team, giving clear details of the skills involved.
3. Understand the relationship between leader and team member.	3.1. Evaluate the relationship between leader and team member. 3.2. Assess own working patterns in terms of effectiveness and discuss how leaders and team members could improve relations.
4. Know how to lead a team.	4.1. Evaluate own leadership skills. 4.2. Produce a detailed action plan for personal development of leadership skills.

UNIT SPECIFICATIONS

Unit Title: Personal Study Skills
Unit Reference Number: D/505/6045

Credit Value of Unit: 6

GLH of Unit: 42

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to locate, retrieve and store information.	1.1. Locate resource materials for a research topic using standard classification systems.
	1.2. Create written notes from written and oral sources.
	1.3. Evaluate main styles of note-taking in terms of source and preferred style.
	1.4. Retrieve information from: a) Browsers b) Public search engines.
	1.5. Set up electronic filing systems to enable: a) Location b) Retrieval c) Transfer of information. retaining drafts and sources of information.
2. Be able to summarise written materials.	2.1. Evaluate information from a range of source materials using recognised techniques: a) Skimming b) Scanning.
	2.2. Summarise main points on a complex subject from written materials.
3. Be able to produce written materials for specific purposes.	3.1. Explain complex ideas in an understandable manner, avoiding plagiarism.
	3.2. Produce written work using: a) Grammatical structures b) Accurate spelling c) Standard punctuation.
	3.3. Produce an essay which: a) Is well-structured b) Shows a response to a given title which is logical and includes evidence.
	3.4. Produce detailed bibliographies using a recognised system of classification.
4. Know how to use IT applications for study.	4.1. IT functions to: a) Edit b) Organise c) Integrate complex information from different sources using backup routines.
	4.2. Use IT applications to present complex information in different formats.
	4.3. Use e-mail to communicate with others.
5. Be able to engage in discussion.	5.1. Explain complex information in different situations.

	5.2. Differentiate their contribution to take account of different: a) Audiences b) Subjects c) Situations.
	5.3. Apply listening skills to take forward the discussion for others to contribute to: a) Create opportunities b) Ask follow-up questions c) Interpret others view-points.

UNIT SPECIFICATIONS

Unit Title: Theory of Team Building Skills

Unit Reference Number: F/504/8715

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the characteristics of a successful team leader.	1.1. Compare leadership characteristics. 1.2. Analyse their effects in an organisational context.
2. Be able to review leadership skills.	2.1. Evaluate different leadership styles. 2.2. Analyse own leadership style within an organisational context.
3. Understand team roles.	3.1. Compare team and individual roles. 3.2. Analyse team dynamics. 3.3. Explain how this can influence team interactions.
4. Understand objective setting.	4.1. Identify team objectives. 4.2. Evaluate the personal role team members will need to undertake to meet these objectives.
5. Know about communicating objectives to the team.	5.1. Describe the ways in which the team members will be briefed.

UNIT SPECIFICATIONS

Unit Title: Personal Career Preparation
Unit Reference Number: K/505/6047

Credit Value of Unit: 1

GLH of Unit: 7

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand own aptitude for different career options.	1.1. Evaluate own strengths, qualities, skills and abilities.
	1.2. Evaluate how these contribute to the roles, responsibilities or activities in which they are applied.
	1.3. Analyse how these factors are transferable to different careers.
2. Be able to investigate relevant sources of information, advice and guidance in relation to career preparation.	2.1. Critically compare different sources of career information advice and guidance.
	2.2. Evaluate the relevance of each source to own career planning.

UNIT SPECIFICATIONS

Unit Title: Employment Rights, Contracts and Pay
Unit Reference Number: L/505/8843

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about employment legislation.	1.1. Critically discuss why employment legislation exists. 1.2. Explain specific examples of legislation. 1.3. Assess how the identified examples affect the operation of a business.
2. Know about statutory and contractual employment rights.	2.1. Explain the difference between contractual and statutory employment rights.
3. Know about a contract of employment.	3.1. Evaluate the significance of commonly found terms and sections in a contract of employment. 3.2. Discuss the distinction between the terms and conditions of an employment contract
4. Understand the implications of breach of contract.	4.1. Discuss the different ways that an employer may breach a contract of employment. 4.2. Discuss different ways that an employee may breach a contract of employment. 4.3. Discuss possible outcomes of a breach of contract. 4.4. Assess the consequences of breach of contract with reference to its terms and conditions.
5. Understand pay.	5.1. Explain how a personal Inland Revenue tax code is worked out. 5.2. Explain how tax due is worked out. 5.3. For a given example calculate: a) Taxable pay b) Monthly tax c) Annual tax.

UNIT SPECIFICATIONS

Unit Title: Recognising Employment Opportunities
Unit Reference Number: M/505/6048

Credit Value of Unit: 1

GLH of Unit: 7

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand different forms of employment.	1.1. Evaluate the key characteristics of different forms of employment. 1.2. Analyse the advantages of different forms of employment. 1.3. Analyse the disadvantages of different forms of employment.
2. Understand the concept of the labour market.	2.1. Explain the term 'labour market'. 2.2. Evaluate the employment opportunities in the following labour markets: a) Local b) National c) European d) Global. 2.3. Evaluate the impact of the main trends in the local labour market.

UNIT SPECIFICATIONS

Unit Title: Presentation Skills
Unit Reference Number: R/505/8844

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know why and/or when formal presentations can be used.	1.1. Explain why and/or when a formal presentation could be used.
2. Be able to plan a presentation.	2.1. Identify the issues to be considered when preparing and delivering a presentation.
	2.2. Explain the aims and purpose of the presentation.
	2.3. Plan the presentation to include: <ul style="list-style-type: none"> a) A clear structure b) Clear points based on subject knowledge c) An awareness of audience needs d) Timely use of appropriate visual aids.
3. Know about using visual images in presentations.	3.1. Identify visual aids for use in own presentation.
	3.2. Prepare visual aids for use in a presentation.
	3.3. Use visual aids in a simple presentation.
4. Know about techniques for scripting a presentation.	4.1. Explain types of scripting techniques that can be used for presentations.
	4.2. Demonstrate the use of a scripting technique.
5. Know about the health and safety requirements involved in using equipment for presentations.	5.1. Apply health and safety procedures when making a presentation.
6. Be able to deliver a presentation.	6.1. Give a presentation that includes the following: <ul style="list-style-type: none"> a) Style relevant to the needs of the particular audience, situation and subject b) Clear, audible delivery with varied tone and pace c) Eye contact with the audience d) Unobtrusive use of notes e) Use of techniques to engage the audience f) Use of visual aids g) Comprehension check with the audience to confirm that they have followed the main points.
	6.2. Evaluate own presentation skills.

UNIT SPECIFICATIONS

Unit Title: Undertaking an Enterprise Project

Unit Reference Number: T/505/6049

Credit Value of Unit: 6

GLH of Unit: 42

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about successful enterprises.	1.1. Explain what makes an enterprise successful.
	1.2. Evaluate the skills needed to be a successful entrepreneur.
	1.3. Critically compare examples of good customer service.
2. Be able to generate and select ideas for an enterprise project.	2.1. Create a shortlist of ideas for an enterprise project.
	2.2. Evaluate the viability of different ideas.
	2.3. Justify the final choice of enterprise project.
3. Be able to plan an enterprise project.	3.1. Summarise the headings and layout of a business plan.
	3.2. Create a business plan for the chosen enterprise project.
	3.3. Prepare a budget for the enterprise project.
	3.4. Plan completion of own activities.
	3.5. Explain how customer service will be a factor in the project.
4. Be able to carry out an enterprise project.	4.1. Create marketing materials to promote the enterprise project.
	4.2. Implement the enterprise project.
	4.3. Monitor the progress of the enterprise project, making adjustments where necessary
5. Be able to review an enterprise project.	5.1. Critically compare the outcomes of the enterprise project against business plan.
	5.2. Explain ways the project could have been improved.
	5.3. Evaluate own contribution to the enterprise project

UNIT SPECIFICATIONS

Unit Title: Problem Solving Skills
Unit Reference Number: T/506/5382

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know factors that might influence potential solutions to a given problem.	1.1. Analyse factors that contribute to a problem. 1.2. Evaluate the probable impact of these factors on possible solutions. 1.3. Evaluate the implications of selected approaches which may be appropriate to solving a particular problem. 1.4. Analyse different solutions and select the most appropriate giving a rationale for selection made.
2. Be able to use evidence to assist problem solving.	2.1. Evaluate evidence for use in different problem solving contexts. 2.2. Classify evidence according to type.
3. Be able to propose a response to a given problem.	3.1. Structure a proposal to address the problem. 3.2. Explain the range of issues generated by a problem. 3.3. Develop a range of possible solutions. 3.4. Evaluate the effectiveness of a selected approach to solving a problem. 3.5. Review selected approach on the basis of evaluation. 3.6. Evaluate the process to identify possible errors in method or logic. 3.7. Identify if there is a need for further research.

UNIT SPECIFICATIONS

Unit Title: Developing own Interpersonal Skills

Unit Reference Number: Y/504/8526

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify own skills and their uses.	1.1. Critically assess personal strengths and weaknesses.
	1.2. Explain how own skills can be transferred to other roles.
	1.3. Explain strategies that can be employed for improvement and change.
2. Understand the need for time management.	2.1. Evaluate the importance of effective time management.
	2.2. Explain how to put into practice the changes in time management strategies that have been identified as being important.
3. Understand the importance of managing stress.	3.1. Evaluate how stress management strategies work in practice
4. Understand the difference between different types of criticism.	4.1. Explain the difference between constructive and destructive criticism.
	4.2. Assess the effects of different types of criticism as illustrated by examples drawn from a range of situations.
5. Know what is meant by non-verbal communication.	5.1. Analyse a range of situations which illustrate confident behaviour in self and others.
	5.2. Explain how confident behaviour can affect and influence relationships.
6. Know what is meant by non-verbal communication.	6.1. Explain what is meant by non-verbal communication.
	6.2. Explain how an awareness of body language can assist in understanding the behaviour of others in personal and work related situations.
7. Know the difference between aggressive, passive and assertive behaviour.	7.1. Explain the differences between aggressive, passive and assertive behaviour.
	7.2. Explain what may be appropriate responses when such behaviour is manifested giving at least one real life example for each.
	7.3. Evaluate a situation which shows the benefits of assertive behaviour.

UNIT SPECIFICATIONS

Unit Title: Work Experience

Unit Reference Number: Y/505/8845

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the structure and purpose of the organisation selected for their work experience placement.	1.1. Discuss the historical background of the selected organisation.
	1.2. Analyse the main purpose of the organisation.
	1.3. Analyse the activities of the organisation.
	1.4. Assess how the organisation meets the needs of its clients and/or customers.
2. Understand own role and responsibilities within organisation.	2.1. Negotiate own role and responsibilities within the organisation.
	2.2. Explain own role and responsibilities within the organisation
3. Be able to adhere to workplace standards for personal presentation and behaviour.	3.1. Assess the reasons for organisation's dress conventions.
	3.2. Critically discuss appropriate behaviour at work in relation to: a) Dealing with conflict b) Problem solving c) Ability to empathise d) Communication skills e) Self-management f) Confidentiality.
4. Know how to comply with safe working practices demanded by the work environment.	4.1. Assess health and safety issues and/or hazards.
	4.2. Discuss appropriate precautions to address the identified health and safety issues and/or hazards.
	4.3. Discuss the organisation's Health and Safety Policy.
	4.4. Evaluate the organisation's accident and emergency procedures
	4.5. Ensure that own work practice does not endanger self or others.
	4.6. Report potential hazards.
5. Be able to carry out work tasks as requested.	5.1. Analyse the work/tasks that they undertake in the organisation.
	5.2. Evaluate work related skills used to complete the work/tasks.

UNIT SPECIFICATIONS

Unit Title: Stress and Stress Management Techniques

Unit Reference Number: H/505/6046

Credit Value of Unit: 6

GLH of Unit: 42

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the term stress.	1.1. Analyse different definitions of the term stress.
	1.2. Critically compare different types of stress including: a) Positive b) Negative c) Physical d) Emotional.
2. Be able to recognise signs and symptoms of stress.	2.1. Explain different signs and symptoms of stress.
	2.2. Evaluate the long term influence on physical health.
3. Understand potential causes of stress in everyday life.	3.1. Analyse different causes of stress in different settings.
	3.2. Analyse different causes of stress in their own lives.
4. Know about stress management techniques.	4.1. Critically compare different stress management techniques.
	4.2. Analyse the effectiveness of different stress management techniques.
5. Be able to devise a stress management plan for a specific individual.	5.1. Evaluate potential causes of stress for a specific individual.
	5.2. Draw up a stress management plan.
	5.3. Evaluate the stress management plan.

UNIT SPECIFICATIONS

Unit Title: Nutrition and Healthy Eating
Unit Reference Number: M/505/5725

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the function of food.	1.1. Define the main functions of food.
	1.2. Explain the basic principles of digestion and absorption.
	1.3. Explain the components of food.
	1.4. Explain how these are needed in everyday diets.
2. Understand the relationship between food and health.	2.1. Explain the concept of a balanced diet.
	2.2. Evaluate different sorts of diet.
3. Understand the basic principles of weight control.	3.1. Explain the principles of: a) Fat weight loss b) Lean weight gain c) Weight maintenance.
	3.2. Evaluate the links between exercise and weight control.
	3.3. Design appropriate practical exercise sessions.
4. Understand why a balanced diet is required to maximise performance.	4.1. Explain why a balanced diet is required to maximise performance.
	4.2. Design a balanced diet to maximise performance in a given activity.
5. Understand how to promote healthy eating.	5.1. Evaluate ways of promoting healthy eating.

UNIT SPECIFICATIONS

Unit Title: Understanding Different Approaches to the Use of Counselling Skills

Unit Reference Number: R/505/6107

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand different approaches to using counselling skills.	1.1. Describe a range of different approaches to helping. 1.2. Explain the key concepts underlying each approach. 1.3. Judge which client issues are most likely to benefit from each of the different approaches. 1.4. Outline potential cultural barriers to each of the approaches chosen. 1.5. Explain the key vocabulary specific to each of the approaches.
2. Be able to apply counselling skills and techniques.	2.1. Demonstrate a range of skills/techniques relevant to any of the approaches identified. 2.2. Evaluate the advantages and disadvantages of the skills and techniques associated with different approaches.

UNIT SPECIFICATIONS

Unit Title: Work with Volunteers in a Creative and Cultural Context

Unit Reference Number: D/505/8846

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to communicate opportunities for involving volunteers in the work programme.	1.1. Evaluate current and future areas of own work that could be supported by volunteers.
	1.2. Explain opportunities and needs for volunteer support to those responsible for recruiting or managing volunteers.
	1.3. Explain any code of practice or policy own organisation has for working with volunteers.
2. Be able to explain the work to be done to volunteer.	2.1. Brief volunteers on the work to be done to include: <ul style="list-style-type: none"> a) Agreeing responsibilities b) Working methods c) Ensuring that volunteers understand what is expected of them.
	2.2. Agree level of supervision and support with volunteers
	2.3. Explain how the work of the volunteers fits into any objectives and timescales
	2.4. Explain how the work of the volunteer contributes to the work of the organisation and the overall project.
3. Be able to support volunteers in their work.	3.1. Encourage volunteers to take ownership of their work.
	3.2. Communicate with volunteers in ways that are appropriate to their needs
	3.3. Evaluate volunteers' contributions to work objectives and tasks.
	3.4. Provide feedback to volunteers on their work
	3.5. Obtain advice and guidance on working with volunteers where necessary.

UNIT SPECIFICATIONS

Unit Title: Work Effectively with Other People in a Creative and Cultural Context

Unit Reference Number: D/505/9124

Credit Value of Unit: 4

GLH of Unit: 28

Level of Unit: 3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to develop effective working relationships with others in a creative and cultural context.	1.1. Respond positively to opportunities to work with other people. 1.2. Identify the roles and responsibilities of others in relation to work in hand. 1.3. Explain own role and work activities clearly. 1.4. Clarify issues proposed by others. 1.5. Identify own strengths and limitations and those of others s/he is working with in order to make effective use of own and others' abilities.
2. Be able to work effectively with others in a creative and cultural context.	2.1. Identify and communicate own intentions and expectations clearly. 2.2. Identify the intentions and expectations of others. 2.3. Identify and avert potential problems when working with others, seeking advice from managers or colleagues if needed. 2.4. Perform a progress briefing session for those with whom s/he is working with. 2.5. Perform work activities on time and to budget or within resource allocations where possible. 2.6. Identify where advice can be sought where necessary.
3. Be able to seek, give and respond to feedback in a creative and cultural context.	3.1. Summarise feedback from others regarding their own work performance. 3.2. Review and revise actions in response to feedback to improve performance. 3.3. Identify potential future learning needed. 3.4. Give feedback to others on their work when requested.

UNIT SPECIFICATIONS

Unit Title: Personal Career Planning
Unit Reference Number: J/505/8680

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand own strengths, qualities, skills and abilities.	1.1 Evaluate own strengths, qualities, skills and abilities.
	1.2 Assess how these contribute to the roles, responsibilities or activities in which they are applied.
2. Understand relevant sources of information, advice and guidance in relation to career management.	2.1 Evaluate three different sources of information, advice and guidance in relation to own career planning.
3. Know how own abilities relate to own preferred learning and career opportunities.	3.1 Evaluate own strengths, qualities, skills and abilities in relation to the requirements of own preferred learning progression and career choice.
	3.2 Justify a strategy to manage/overcome any mismatch in qualities, skills and abilities to learning progression and career choice.
4. Know how to plan for transition to the next stage of education, training or work.	4.1 Produce and justify a career action plan identifying: <ul style="list-style-type: none"> • SMART (Specific, Measurable, Achievable, Realistic, Timed) objectives • Short and long term actions required to meet the objectives.
	4.2 Produce a detailed application for progression to the next stage of training or career.

Assessment Method

N/A

Equivalences

H/500/5629 - Personal Career Planning