



# Graded Qualifications Alliance

Regulated Qualification Framework (RQF)

Entry 3 – Level 3

Awards

in

## Personal, Employability, Achievement and Reflection for Learning (PEARL)

### **Social and Personal Development**

Graded Qualifications Alliance

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### The Graded Qualifications Alliance

#### PEARL AWARD QUALIFICATION NUMBERS:

Entry 3	600/2092/1
Level 1	600/2110/X
Level 2	600/2111/1
Level 3	600/2112/3

## **1. GQAL PEARL Award Specification Rationale**

This specification is designed to provide a generic performance based learning and assessment framework which enables organisations to plan a Programme of Study that develops, measures and assesses a range of key social, personal and employability skills. These social, personal and employability skills, or competencies, cluster within the five Constructs that form the Social and Personal Development (SPD) unit of the PEARL Award: self-awareness, social skills, managing feelings, empathy, and motivation.

The PEARL Award specification enables GQAL trained Involved (Internal) Assessors to work with candidates to develop the acquisition of knowledge and understanding of these skills in a wide range of settings (e.g. in the classroom setting, college setting, community setting, and work settings including retail, care, childcare, media, arts related, sports related, beauty therapy, hairdressing, customer services, and front of house). The GQAL trained Involved (Internal) Assessor assesses the application of these social, personal and employability skills by using the PEARL Award assessment framework that sits within the specification. The assessment framework enables GQAL trained Involved (Internal) Assessors to effectively and consistently assess candidates skills.

The wide range of settings in which the specification may be used requires a framework that is flexible in terms of delivery, yet rigorous in terms of assessment and standards.

The PEARL Award measures performance in terms of social, personal and employability skills through the acquisition of transferable knowledge and abilities; and by placing an emphasis on the importance of reflective practice because it:

- covers a range of both intra and inter personal skills;
- promotes self-reflective practice;
- provides the basis for authentic, purposeful and coherent assessments of individual performance;
- provides a system of checks and balances to ensure that the performance-based assessment is consistent.

The PEARL Award specification provides a coherent assessment framework at Entry 3 and Levels 1, 2 and 3 of the Regulated Qualification Framework (RQF). Awards are made on the basis of assessment information gathered in the first and second stages by Involved (Internal) Assessor and in the third stage and final stage by an Independent (External) Assessor. This is a 'show and tell' approach that uses observations and interviews to assess the information demonstrated by the candidate. Awards may be made as a Pass, Pass with Merit or Pass with Distinction for each grade.

The structure of the assessments and the method of assessment require candidates to demonstrate:

- levels of performance that demonstrate or exceed the minimum expectations for the grade described in the specification;
- ability to identify, describe and discuss key characteristics of the grade relevant to the context and setting in which they operate;
- engagement in practical and reflective practice.

## 2. RQF Levels and GQAL PEARL Award Grades

There are two PEARL Award grades at RQF Entry 3 and eight PEARL Award grades covering RQF Levels 1 – 3.

RQF Levels	GQAL PEARL AWARD GRADES
3	8
	7
	6
2	5
	4
1	3
	2
	1
ENTRY 3	A
	B

## 3. Programme of Study

A Programme of Study based on the PEARL Award specification is intended to place a clear emphasis on the development of social, personal and employability skills.

The way the Programme of Study is structured is determined by the organisation itself, (e.g the school, college, community organisation, training provider or business).

The structure should offer the candidate the scope to follow a programme that progressively encourages a comprehensive understanding of their social, personal and employability skills in settings and contexts that are appropriate for them.

To reinforce knowledge and understanding of the expected skills, the specification clearly emphasises the requirement for candidate participation and engagement in reflective practice.

Programmes of Study and learning opportunities based on this specification should provide appropriate coverage of the following specification aims:

- active and purposeful engagement of candidates in activities that develop social, personal and employability skills within a coherent and structured context or setting;
- opportunities to effectively demonstrate the qualities, skills and attributes described as the minimum expectations for performance at the grade for which an award is being sought;
- practical work based on sound principles that pay due regard to the health, safety and well being of those involved.

Opportunities should be provided in all Programmes of Study to encourage the development of social and personal skills related to work:

- personal responsibility and resilience;
- co-operation and teamwork;
- self-expression and self-esteem;
- a willingness to address weaknesses;
- critical thinking and analytical skills;
- personal organisational and problem solving skills;
- an awareness of the job market.

Centres may apply to GQAL to run a Programme of Study via an on-line learning platform.

#### **4. Progression - Within the PEARL Award**

Progression within the PEARL Award is achieved through the graded assessment structure. This specification provides for two Grades at RQF Entry 3 (grades B and A) and eight grades covering RQF Levels 1 – 3, each progressively differentiated by outcome.

These opportunities for progression underline the contribution of the qualification to the RQF for learners involved in the development of their social, personal and employability skills. Individual candidates can pursue this graded assessment award as a stand-alone qualification or alongside other traditional qualifications on the RQF, as part of their social, personal or professional development.

#### **5. Progression - Employment or to other Programmes of Study**

The generic nature of the social, personal and employability skills developed whilst studying on the PEARL Award will give candidates the skills and attributes required to access work, progress within their current work or apply for other vocationally related qualifications that are more specific to their individual career aim.

## 6. Target Groups

The PEARL Award is aimed at a wide range of people, regardless of age. It includes learners in formal and informal education and training establishments (such as schools, colleges, higher education and training providers), candidates in community settings and candidates in employment who are undergoing staff development in the workplace.

The PEARL Award is intended for anyone who needs to develop and/or have recognised their social, personal and employability skills, as outlined below in the specification overview. Where necessary special considerations will be given by GQAL to meet specific needs of candidates. Any requests for special considerations should be made by the centre to GQAL prior to the final assessment taking place. See page 19, section 19.

No prior learning or specific ability is required for entry on to a PEARL Award Programme of Study. However, candidates can expect to be assessed at a grade appropriate to their experience regardless of any other level of study or job role they may be engaged with.

## 7. Learning Outcomes and Assessment Criteria

Each grade within the PEARL Award has its own set of learning outcomes and assessment criteria. For each grade, achievement will be awarded as a Fail, Pass, Pass with Merit, or Pass with Distinction, depending on the extent to which the skills are demonstrated by the candidate. Each grade requires the demonstration of the minimum levels of skills that are set out in the learning outcomes and assessment criteria. The award requires candidates to demonstrate achievement through performance and where specified, to be observed and answer questions set by the Independent (External) Assessor.

Title:	Personal Employability, Achievement and Reflection for Learning (Social and Personal Development)
Level:	Entry 3
QN:	600/2092/1
Grade:	B

Learning Outcomes	Assessment Criteria
The Candidate will:	The Candidate can:
1. Be able to demonstrate basic social and personal skills to carry out structured tasks and activities in a familiar context under close supervision.	1.1 Demonstrate expected basic skills occasionally. 1.2 Describe the steps they have undertaken to demonstrate their skills using simple language.

Title:	Personal Employability, Achievement and Reflection for Learning (Social and Personal Development)
Level:	Entry 3
QN:	600/2092/1
Grade:	A

Learning Outcomes	Assessment Criteria
The Candidate will:	The Candidate can:
1. Be able to demonstrate basic social and personal skills to carry out structured tasks and activities in a familiar context under close supervision.	1.1 Demonstrate expected basic skills regularly. 1.2 Describe the steps they have undertaken to demonstrate their skills using basic language.

Title:	Personal Employability, Achievement and Reflection for Learning (Social and Personal Development)
Level:	Level 1
QN:	600/2110/X
Grade:	1

Learning Outcomes	Assessment Criteria
The Candidate will:	The Candidate can:
1. Be able to demonstrate a range of social and personal skills to carry out and complete well defined routine tasks in a familiar context under close supervision.	1.1 Demonstrate expected skills repeatedly. 1.2 Describe the activities they have undertaken to effectively demonstrate their skills giving relevant details.

Title:	Personal Employability, Achievement and Reflection for Learning (Social and Personal Development)
Level:	Level 1
QN:	600/2110/X
Grade:	2

Learning Outcomes	Assessment Criteria
The Candidate will:	The Candidate can:
1. Be able to demonstrate a range of social and personal skills and strategies to carry out and complete well defined routine tasks in a familiar context under supervision.	1.1 Demonstrate a range of skills and strategies consistently. 1.2 Show an awareness of the skills demonstrated through using them appropriately. 1.3 Reflect on the activities they have undertaken to effectively demonstrate their skills.

Title:	Personal Employability, Achievement and Reflection for Learning (Social and Personal Development)
Level:	Level 1
QN:	600/2110/X
Grade:	3

Learning Outcomes	Assessment Criteria
The Candidate will:	The Candidate can:
1. Be able to demonstrate a range of social and personal skills and strategies to carry out and complete well defined routine tasks in a familiar context with support.	1.1 Demonstrate a range of skills and strategies confidently. 1.2 Show an awareness and understanding of the skills demonstrated through using them appropriately and accurately. 1.3 Reflect on the activities they have undertaken to effectively demonstrate their skills giving views related to work where appropriate.

Title:	Personal Employability, Achievement and Reflection for Learning (Social and Personal Development)
Level:	Level 2
QN:	600/2111/1
Grade:	4

Learning Outcomes	Assessment Criteria
The Candidate will:	The Candidate can:
1. Be able to use knowledge and understanding of facts and procedures related to work, to demonstrate a range of social and personal skills and strategies to complete well defined tasks in a less familiar environment with support.	1.1 Demonstrate a range of skills and strategies clearly and confidently. 1.2 Use relevant information to explain the effectiveness of the skills demonstrated. 1.3 Use evaluation skills to reflect on the activities they have undertaken to demonstrate their skills.

Title:	Personal Employability, Achievement and Reflection for Learning (Social and Personal Development)
Level:	Level 2
QN:	600/2111/1
Grade:	5

Learning Outcomes	Assessment Criteria
The Candidate will:	The Candidate can:
1. Be able to use knowledge and understanding of facts and procedures related to work, to demonstrate a range of social and personal skills and strategies to complete well defined tasks in a less familiar environment with support.	1.1 Demonstrate a range of skills and strategies confidently and consistently. 1.2 Use relevant information to explain the effectiveness of the skills demonstrated . 1.3 Reflect and confidently evaluate their own learning in the activities they have undertaken to demonstrate their skills.

Title:	Personal Employability, Achievement and Reflection for Learning (Social and Personal Development)
Level:	Level 3
QN:	600/2112/3
Grade:	6

Learning Outcomes	Assessment Criteria
The Candidate will:	The Candidate can:
<ol style="list-style-type: none"> <li>1. Be able to use practical, procedural and theoretical knowledge to demonstrate a range of social and personal skills and strategies in a less familiar environment and is occasionally unsupported.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Demonstrate a range of skills and strategies confidently and consistently showing application in limited contexts</li> <li>1.2 Show a model knowledge base to others.</li> <li>1.3 Evaluate their own learning and set goals for future learning.</li> </ol>

Title:	Personal Employability, Achievement and Reflection for Learning (Social and Personal Development)
Level:	Level 3
QN:	600/2112/3
Grade:	7

Learning Outcomes	Assessment Criteria
The Candidate will:	The Candidate can:
<ol style="list-style-type: none"> <li>1. Be able to use practical, procedural and theoretical knowledge to demonstrate a range of social and personal skills and strategies in a less familiar environment and is mostly unsupported.</li> <li>2. Show awareness of different perspectives or approaches to work</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Independently perform a range of skills and strategies.</li> <li>1.2 Show a model knowledge base to others including basic theory.</li> <li>2.1 Evaluate their own learning and give constructive feedback and support to others.</li> </ol>

Title:	Personal Employability, Achievement and Reflection for Learning (Social and Personal Development)
Level:	Level 3
QN:	600/2112/3
Grade:	8

Learning Outcomes The Candidate will:	Assessment Criteria The Candidate can:
<ol style="list-style-type: none"> <li>1. Be able to use practical, procedural and theoretical knowledge to demonstrate a range of social and personal skills and strategies in a range of environments.</li> <li>2. Show awareness of different perspectives or approaches to work.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Perform a range of skills and strategies independently and sensitively.</li> <li>1.2 Clearly model and explain knowledge base to a wide audience including theoretical grounding.</li> <li>2.1 Evaluate their own learning and support others in evaluating theirs.</li> </ol>

## 8. Content

Each of the PEARL Award grades are studied as a programme in their own right. The outcomes-based nature of the award means that there are no explicit subject specifications. However, there are social, personal and employability skills indicative to each grade which are taught and assessed under the headings of: self-awareness, social skills, managing feelings, empathy, and motivation. These competencies are known as the PEARL Award Constructs. Candidates are expected to have systematically engaged with the characteristics set out for each of these Constructs within the grade.

## 9. Total Qualification Time (TQT)

Each of the PEARL Award grades are studied as a programme that has a TQT of a minimum of 60 hours. This includes:

- 30 guided learning hours, which would take place within a group setting;
- a minimum of 30 hours for the activities listed below;
  - individual learning hours where the PEARL Involved Assessor would work with the candidate to set and review targets to encourage self reflection,
  - work or other planned opportunities for candidates to practice skills in preparation for assessments,
  - the assessment process, including feedback.

## 10. Assessments

Each candidate who studies the PEARL Award is assessed three times. All assessments are performance based and should be structured so that the duration of each assessment provides opportunities for the candidate to demonstrate achievement, both through observed performance and discussion with the PEARL Award Assessors.

Assessments 1 and 2 are interim assessments and are made by the Involved (Internal) Assessor, who works with the candidate throughout the PEARL Award programme. Feedback from these assessments enables the candidate to reflect on skill development and set targets to improve skills.

Arrangements for the third and final assessments vary according to the level and grade that the candidate has been entered for. GQAL will appoint an Independent (External) Assessor to make a judgement about the candidates performance in the third and final assessments. The outcome of the third and final assessments determines the candidates achievement.

### **Assessment 3 (final assessment):**

- **Grades B to 3 (Entry 3 and Level 1)**  
Observed performance by the Involved Assessor.  
The Independent Assessor will review the Involved Assessor's marks recorded on the assessment records  
Assessment decisions from assessments 1, 2 and 3 will be reviewed and clarified with the Involved Assessor where clarification is needed.
- **Grades 4 and 5 (Level 2)**  
Observed performance by the Involved Assessor.  
The Independent Assessor will interview the candidate and review the Involved Assessor's marks recorded on the assessment records.  
Assessment decisions from assessments 1, 2 and 3 will be reviewed and clarified with the Involved Assessor where clarification is needed.  
The interview will be conducted by either a visiting Independent Assessor, or a remote Independent Assessor using live online streaming.
- **Grades 6, 7 and 8 (Level 3)**  
The final assessment is completed by the Independent Assessor through an observation of the candidates performance and a candidate interview.  
The assessment may be filmed by the centre and sent to the Independent Assessor prior to the interview taking place.

The option of a remote assessment is at the discretion of GQAL. Centres wishing to have the assessment conducted remotely should notify GQAL. GQAL reserves the right to insist on remote examining in certain circumstances.

### **11. Availability of Assessments**

Assessments are made available to anyone who is capable of meeting the expectations for the grade. GQAL entry requirements are intended to ensure that there are no barriers to restrict access or progression and that equal opportunities exist for all candidates. There are no prior entry requirements.

PEARL Award centres are required to provide potential candidates with information and advice on the Programme of Study, the level of demand and the expectations for performance.

### **12. Entry Details**

Entry for assessment is made by the PEARL Award Centre. Entries for the Award must be made after the second assessment. Further details are available from:

The Graded Qualifications Alliance, Garden Street, Leicester, LE1 3UA.

Telephone: 01162624122

Email: info@gqal.org

### **13. Assessment Objectives**

During an assessment candidates will be assessed on their ability to demonstrate performance that matches or exceeds the expectations for the grade in each of the following Constructs:

1. Self Awareness;
2. Social Skills;
3. Managing Feelings;
4. Empathy;
5. Motivation.

Each Construct has a set of Characteristics (details in Appendix 1) which the candidate is expected to demonstrate through performance. Where the Characteristic has not been observed the PEARL Award Assessors may interview the candidate to determine knowledge and understanding of the required skill.

As part of the assessment, the PEARL Award Assessor will take in to account the following expectations for effective performance:

- the context in which the candidate is performing;
- the level of supervision required for the candidate to perform their skills effectively;
- the level of performance;
- the candidates knowledge and understanding of the required skills;
- the candidates ability to reflect upon and evaluate their own performance.

**LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR ENTRY LEVEL 3 AND LEVEL 1 PEARL SOCIAL AND PERSONAL DEVELOPMENT.  
EXPECTATIONS FOR EFFECTIVE PERFORMANCE.**

PEARL Level	PEARL Grade	Learning Outcomes	Assessment criteria	Context	Supervision	Performance of Skills	Knowledge and Understanding	Reflect and Evaluate
Entry 3	B	1. Be able to demonstrate basic social and personal skills to carry out structured tasks and activities in a familiar context under close supervision	1.1 Demonstrate expected basic skills occasionally 1.2 Describe the steps they have undertaken to demonstrate their skills using simple language	Familiar environment	Close supervision	Skills occasionally demonstrated	Some knowledge and understanding of expected skills	Simply describe activities
Entry 3	A	1. Be able to demonstrate basic social and personal skills to carry out structured tasks and activities in a familiar context under close supervision	1.1 Demonstrate expected basic skills regularly 1.2 Describe the steps they have undertaken to demonstrate their skills using basic language	Familiar environment	Close supervision	Skills regularly demonstrated	Developing knowledge and understanding of expected skills	Describe activities
Level 1	1	1. Be able to demonstrate a range of social and personal skills to carry out and complete well defined routine tasks in a familiar context under close supervision	1.1 Demonstrate expected skills repeatedly 1.2 Describe the activities they have undertaken to effectively demonstrate their skills giving relevant details	Familiar environment	Close supervision	Range of skills repeatedly demonstrated	Engaged with a growing awareness of expected skills	Describe activities with details
Level 1	2	1. Be able to demonstrate a range of social and personal skills and strategies to carry out and complete well defined routine tasks in a familiar context under supervision	1.1 Demonstrate a range of skills and strategies consistently 1.2 Show an awareness of the skills demonstrated through using them appropriately 1.3 Reflect on the activities they have undertaken to effectively demonstrate their skills	Familiar environment	Supervised	Range of skills and strategies consistently demonstrated	Aware of expected skills	Reflect on learning activities
Level 1	3	1. Be able to demonstrate a range of social and personal skills and strategies to carry out and complete well defined routine tasks in a familiar context with support	1.1 Demonstrate a range of skills and strategies confidently 1.2 Show an awareness and understanding of the skills demonstrated through using them appropriately and accurately 1.3 Reflect on the activities they have undertaken to effectively demonstrate their skills giving views related to work where appropriate	Familiar environment	Supported	Range of skills and strategies confidently demonstrated	Show a greater accuracy and awareness of expected skills	Reflect on learning activities and give views related to work

**LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR LEVEL 2 AND LEVEL 3 PEARL SOCIAL AND PERSONAL DEVELOPMENT  
EXPECTATIONS FOR EFFECTIVE PERFORMANCE**

PEARL Level	PEARL Grade	Learning Outcomes	Assessment criteria	Context	Supervision	Performance of Skills	Knowledge and Understanding	Reflect and Evaluate
Level 2	4	1. Be able to use knowledge and understanding of facts and procedures related to work, to demonstrate a range of social and personal skills and strategies to complete well defined tasks in a less familiar environment with support	1.1 Demonstrate a range of skills and strategies clearly and confidently 1.2 Use relevant information to explain the effectiveness of the skills demonstrated 1.3 Use evaluation skills to reflect on the activities they have undertaken to demonstrate their skills	Less familiar environment	Supported	Range of skills and strategies clearly and confidently demonstrated	Clearly demonstrate knowledge and understanding of expected skills	Evaluate own learning
Level 2	5	1. Be able to use knowledge and understanding of facts and procedures related to work, to demonstrate a range of social and personal skills and strategies to complete well defined tasks in a less familiar environment with support	1.1 Demonstrate a range of skills and strategies confidently and consistently 1.2 Use relevant information to explain the effectiveness of the skills demonstrated 1.3 Reflect and confidently evaluate their own learning in the activities they have undertaken to demonstrate their skills	Less familiar environment	Supported	Range of skills and strategies confidently and consistently demonstrated	Thorough awareness of skills and knowledge base	Reflect and confidently evaluate own learning
Level 3	6	1. Be able to use practical, procedural and theoretical knowledge to demonstrate a range of social and personal skills and strategies in a less familiar environment and is occasionally unsupported	1.1 Demonstrate a range of skills and strategies confidently and consistently showing application in limited contexts 1.2 Show a model knowledge base to others 1.3 Evaluate their own learning and set goals for future learning	Less familiar environment	On occasions unsupported	Range of skills and strategies confidently and consistently linked and skills applied in limited context	Model skills and knowledge base to others	Evaluate own learning and set own goals
Level 3	7	1. Be able to use practical, procedural and theoretical knowledge to demonstrate a range of social and personal skills and strategies in a less familiar environment and is mostly unsupported 2. Show awareness of different perspectives or approaches to work	1.1 Independently perform a range of skills and strategies 1.2 Show a model knowledge base to others including basic theory 2.1 Evaluate their own learning and give constructive feedback and support to others	Unfamiliar environment	Mostly unsupported	Independently perform a range of skills and strategies	Model skills and knowledge base including basic theory	Evaluate own learning Give constructive feedback and support to others.
Level 3	8	1. Be able to use practical, procedural and theoretical knowledge to demonstrate a range of social and personal skills and strategies in a range of environments 2. Show awareness of different perspectives or approaches to work	1.1 Perform a range of skills and strategies independently and sensitively 1.2 Clearly model and explain knowledge base to a wide audience including theoretical grounding 2.1 Evaluate their own learning and support others in evaluating theirs	Range of environments	Unsupported	Independently and sensitively perform a range of skills and strategies	Clearly model and explain knowledge and understanding of skills to a wide audience with reference to theoretical grounding	Evaluate own learning and support others in evaluating their own

#### 14. Weightings for Assessment of the Constructs

	<b>Self Awareness</b>	<b>Social Skills</b>	<b>Managing Feelings</b>	<b>Empathy</b>	<b>Motivation</b>
	%	%	%	%	%
Knowledge, Understanding and Skills	20	20	20	20	20

#### 15. Placing Candidates on a Grade

When a candidate embarks on a PEARL Award Programme of Study the PEARL Involved (Internal) Assessor will need to make an initial assessment of the candidates social, personal and employability skills by using the assessment objectives and the construct characteristics which can be found in Appendix 1. This must be done at the start of the programme, prior to the first assessment. The candidates performance in the first assessment will confirm the grade that the candidate is working at. Once the grade is determined, candidates are marked on their performance within the grade.

#### 16. Marking a Candidate's Performance within the Grade

Marks are awarded for the extent to which the performance of a candidate meets the learning outcomes. A candidate's performance within the grade is assessed three times during the programme of study; at the beginning of the programme, mid programme, and at the end of the programme. Candidates are awarded a certificate on their performance after the third and final assessment.

Responsibility for the assessment judgements is placed upon the Involved Assessor (e.g. teacher, youth worker or manager), as they have the regular relationship with the learner and the close contact needed to build up an understanding of the skills and qualities demonstrated.

Marking is done by the Involved Assessor in relation to the appropriate grade description: context, supervision, performance, knowledge and understanding, and the candidate's ability to reflect and evaluate their own performance. The marks are used to assess a candidate's knowledge, understanding and skills.

Marks are recorded by the PEARL Involved Assessor using documentation provided by GQAL. Notes to support assessment decisions should be made on the same documentation.

## 17. Mark Scheme

When the candidate is being assessed, marks are awarded by the PEARL Award Assessor for the extent to which the performance of a candidate reaches the standard expected for the grade. The construct characteristics set the standard and the judgment is made by using the following marks;

<b>Mark</b>	<b>Mark Definition</b>
<b>0</b>	Required standard <b>not</b> demonstrated
<b>1</b>	Required standard demonstrated in a <b>limited</b> way
<b>2</b>	Required standard <b>partially</b> demonstrated
<b>3</b>	Required standard <b>fully</b> demonstrated
<b>4</b>	Required standard <b>fully</b> demonstrated with <b>some aspects</b> of the construct characteristics for the grade <b>exceeded</b>
<b>5</b>	Required standard <b>fully</b> demonstrated with <b>most aspects</b> of the construct characteristics for the grade <b>exceeded</b>

**A maximum of 5 marks may be awarded for any single construct.**

**The maximum possible mark for the award is 25 marks.**

**This is achieved by awarding up to 5 marks for each of the five constructs.**

**Learners will fail if they receive a mark of 0 or 1 at the third assessment in any construct.**

**To Pass, learners must achieve 13 - 17 marks at the third assessment.**

**This must include a minimum mark of 2 in two constructs and a minimum mark of 3 in three constructs.**

**To Pass with Merit, learners must achieve 18 - 22 marks at the third assessment.**

**This must include a minimum mark of 3 in two constructs and a minimum mark of 4 in three constructs.**

**To Pass with Distinction, learners must achieve 23 - 25 marks at the third assessment.**

**This must include a minimum mark of 4 in two constructs and a mark of 5 in three constructs.**

## 18. Levels of Achievement

Marks will be converted to percentages and used to determine an award as unsuccessful, Pass, Pass with Merit, and Pass with Distinction. By marking this way the learner gains a clear and precise account of their current grade and achievement.

Mark Boundary	Description of Achievement	Percentage
<p><b>Pass</b> <b>13 - 17</b></p>	<p>To achieve the award of a Pass the learner must fully demonstrate the required standard indicated in the assessment criteria for the grade in at least three but not necessarily all of the five constructs. If learners achieve a mark of 0 or 1 for any construct in the final assessment they will fail. The minimum mark for a Pass is therefore 13, which would include at least a mark of 2 in two of the constructs and a mark of 3 or above in three of the constructs. The performance of some learners may have exceeded the required standard in one or more construct and this reflects the fact that strength in one aspect may compensate for weakness in another. The defining characteristic of the overall performance of a learner awarded a Pass is that they demonstrate the minimum levels of skills indicated in the assessment criteria for the grade.</p>	<p>52%</p>
<p><b>Merit</b> <b>18 - 22</b></p>	<p>To achieve the award of a Pass with Merit the learner must demonstrate the required standard in at least two, and exceed in some aspects in three of the constructs. The minimum mark for a Pass with Merit is therefore 18, which would include at least a mark of 3 in two of the constructs and a mark of 4 or above in three of the constructs. The performance of some learners may have exceeded the required standard in most aspects in one or more construct and this reflects the fact that strength in one aspect may compensate for weakness in another. A defining characteristic of the overall performance of a learner awarded a Pass with Merit is that they demonstrate and occasionally exceed the required standard of skills indicated in the assessment criteria for the grade.</p>	<p>72%</p>
<p><b>Distinction</b> <b>23 - 25</b></p>	<p>To achieve the award of a Pass with Distinction the performance of a learner must exceed the required standard in the assessment criteria for the grade in all of the constructs. The minimum mark for a Pass with Distinction is therefore 23, which would include at least a mark of 4 in two constructs and a mark of 5 in three of the constructs. The performance of some learners may have exceeded the required standard by a considerable margin in one or more aspects of the constructs and this reflects the fact that strength in one aspect may compensate for a relatively weaker performance in another. A defining characteristic of the overall performance of a learner awarded a Pass with Distinction is that they demonstrate and mostly exceed the required standard of skills indicated in the assessment criteria for the grade.</p>	<p>92%</p>

## **19. Reasonable Adjustments and Special Considerations**

Information on assessment and entry requirements for learners with particular needs are published on the web site [www.gqal.org](http://www.gqal.org) and in the policy 'Reasonable Adjustments and Special Considerations'. Copies of this are available from:  
The Graded Qualifications Alliance, Garden Street, Leicester LE1 3UA.  
Email: [info@gqal.org](mailto:info@gqal.org)

## **20. Awarding**

Awards will normally be made by GQAL within 6 weeks of the final (Independent Assessment) taking place.

## **21. Repeats of Assessments**

Where a candidate is not able to reach the minimum standard for a pass in an assessment, application for re-assessment at that grade is permitted. All assessment components must be completed on re-assessment. Marks from assessment components may not be carried forward or credited.

## **22. Issue of Results**

Results and certificates will normally be issued six weeks after the date of the assessment. This time is necessary to ensure that all results are properly standardised and checked by the Graded Qualifications Alliance.

## **23. Language and Bias**

Every effort has been made to ensure that this specification and associated mark schemes, procedures and materials are free from any form of bias and have no hidden requirements for entry or assessment.

Care has been taken to ensure that the specification, the learning outcomes and assessment criteria and assessment components make appropriate demands on candidates both in terms of their physical safety and well being and expectations of physical and cognitive performance in relation to their level of ability.

## **24. Statutory Requirements**

It is a requirement that all centres make themselves aware of and comply with the relevant current legislation relating to Safeguarding, Health and Safety, Data Protection and Equalities.

## **25. Specification end date**

This specification is valid until 31/05/2031

## APPENDIX 1

**Construct Characteristics Grade B**

<b><u>Construct</u></b>	<b><u>Example Characteristics- Knowledge, understanding &amp; skills</u></b>
<ul style="list-style-type: none"> <li>• Self awareness</li> </ul>	<p>I know what I feel strongly about.  I can identify when strong feelings affect behaviour.  I can recognise and name a strong and unpleasant feeling when prompted.</p>
<ul style="list-style-type: none"> <li>• Social skills</li> </ul>	<p>I am willing to join in group-work.  I can complete a group work task.  I can introduce myself to others.  I can use the name people wish to be known by.  I can say please/thank-you.  I can show kindness others.  I can recognise when I have done something wrong and can say sorry when I am wrong.  I do not interrupt when someone is talking.  I know who to ask when I need help.  I know that I can ask for help.</p>
<ul style="list-style-type: none"> <li>• Managing feelings</li> </ul>	<p>I know what makes me angry and I understand what my anger triggers are.  I can demonstrate three good/bad feelings.  I can talk about something that makes me happy.  I know what is meant by the word 'behaviour' and can give an example of this.  I am willing to wait for my turn.  I can tell when other people are angry.  I know what makes me sad and I can talk about it.  I know what makes me happy and I can talk about it.  I know what makes me feel good and I can talk about it.  I know three things that make me feel comfortable when I am learning.  I know three things that make me feel frustrated when I am learning</p>
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<p>I know what is meant by listening.  I can identify times when I have been listened to.  I can tell when others are: angry, crying or laughing</p>
<ul style="list-style-type: none"> <li>• Motivation</li> </ul>	<p>I can identify what friends/family/close colleagues like about me.  I can identify what friends/family/close colleagues might not like about me.  I can name some activities that interest me and some that do not.  I can name two activities that I have taken part in recently.  I can name an activity that I am worried about attempting.  I can identify something that I have recently done well.  I can identify something that I have failed at.</p>

### Construct Characteristics Grade A

<u>Construct</u>	<u>Example Characteristics- Knowledge, understanding &amp; skills</u>
<ul style="list-style-type: none"> <li>• Self awareness</li> </ul>	<p>I know how I behave in common situations and environments.            I can name simple feelings in myself when asked.            I can express simple positive and negative feelings appropriately.            I can identify feelings &amp; behaviours linked to them.</p>
<ul style="list-style-type: none"> <li>• Social skills</li> </ul>	<p>I am willing to join in group-work.            I can complete a group work task.            I can introduce myself to others.            I can use the name people wish to be known by.            I can say please/thank-you.            I can show kindness others.            I can recognise when I have done something wrong.            I can say sorry when I am wrong.            I do not interrupt when someone is talking.            I do not shout to be heard.            I know who to ask when I need help.            I know that I can ask for help.            I Know different types of groups.            I can listen to others when in a group.</p>
<ul style="list-style-type: none"> <li>• Managing feelings</li> </ul>	<p>I know what happens to my body when I get angry.            I can recognise simple ways anger affects my body.            I can express a simple range of 'feeling' words.            I know what is meant by a thought and can give an example.            I can identify when a feeling affected my behaviour.            I can give a demonstration of simple pleasant/unpleasant feelings.            I can wait for my turn.            I can describe a time when I managed a strong feeling.            I know what happens when I get anxious and can show examples of this.            I can recognise two ways anxiety affects my behaviour.            I can demonstrate what happens when I feel uncomfortable or worried.            I can demonstrate my happy/sad body language.            I know what happens to my body when I feel good.            I can talk about how feeling good affects my attitude to other people.            I know three things that frustrate me in my learning and can show a way in which I control these.</p>
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<p>I can recognise times when I have listened to others.            I know when it is important to listen.            I can see if someone is happy, sad or happy.            I could recognise feelings from a range of photos.</p>
<ul style="list-style-type: none"> <li>• Motivation</li> </ul>	<p>I can identify some thing that I am good at.            I can identify some thing that I am weak at.            I can identify some thing that I could be better at if I tried.            I know what I like doing and what I do not like doing.            I can name the sorts of activities that I find interesting and those that I don't find as interesting.</p>

### Construct Characteristics Grade 1

<u>Construct</u>	<u>Example Characteristics- Knowledge, understanding &amp; skills</u>
<ul style="list-style-type: none"> <li>• Self awareness</li> </ul>	<p>I know that feelings, thoughts and behaviour are different things.            I can explain simply how strong feelings are linked to behaviour.            I know how I behave in a range of situations.            I have the ability to recognise a pleasant / unpleasant feeling that may affect behaviour.</p>
<ul style="list-style-type: none"> <li>• Social skills</li> </ul>	<p>I understand what is meant by group-work.            I can take turns fairly in a structured situation.            I can get on with people in the group.            I can take turns fairly.            I can wait to be listened to.            I can say what I think when I need to.            I can ask simple, relevant questions.            I listen when people speak.            I get actively involved in group-work.            I don't become abusive if I disagree with people.            I am willing to try something new.</p>
<ul style="list-style-type: none"> <li>• Managing feelings</li> </ul>	<p>I know that feelings, thoughts and behaviour are different things.            I know what is meant by strong feelings.            I can regularly recognise a pleasant / unpleasant feeling.            I can express a basic range of feeling words.            I can show how a thought has influenced how I feel.            I can share a strong feeling I have with a peer/colleague.            I can identify something I am currently waiting for.            I can show two simple ways of managing a strong feeling.            I can talk about a conflict I have experienced.            I can show through body language a range of basic feelings.            I can talk about why I like / dislike certain feelings.            I can demonstrate a time when I controlled my feelings to help me learn.            I can show that I care about other peoples feelings.</p>
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<p>I know 3 reasons why listening is important.            I can tell when people are experiencing: boredom, worry, fear or excitement.            I can indentify what would make someone: bored, worried or excited.</p>
<ul style="list-style-type: none"> <li>• Motivation</li> </ul>	<p>I know what a 'goal' is.            I can name a goal that I have set for myself and one that someone else has set for me.            I can describe three simple things that I find it easy to motivate myself to do and explain why.            I can describe three simple things that I find it hard to motivate myself to do and explain why.</p>

## Construct Characteristics Grade 2

<u>Construct</u>	<u>Example Characteristics- Knowledge, understanding &amp; skills</u>
<ul style="list-style-type: none"> <li>• Self awareness</li> </ul>	<p>I know and can explain how thoughts affect feelings.            I can name strong feelings.            I know how thoughts &amp; feelings affect behaviour.            I can begin to develop strategies to avoid negative behaviour.            I can describe a wider range of feelings.</p>
<ul style="list-style-type: none"> <li>• Social skills</li> </ul>	<p>I know that my behaviour affects other people in a group. I can share resources.            I can explain my point of view to others.            I do not personalise an argument.            I encourage others to take part in group activities.            I offer help to people when they are stuck.            I make an effort to be friendly.            I can work with people who are not my friends.            I am willing to work with people I do not know.            I do not use offensive language.            I think about what I am going to do before starting. I come prepared.            I can work through distractions.            I respond to a reasonable request.            I know what an open-ended question is.            I can talk about something I have learnt.</p>
<ul style="list-style-type: none"> <li>• Managing feelings</li> </ul>	<p>I know that behaviour is a choice.            I can identify two examples of different ways people respond to conflict.            I can express a good range of feeling words.            I can demonstrate how thoughts and feelings can stop you learning.            I can identify how feelings have been a barrier to the group working well.            I can talk about the consequences of acting on my feelings.            I can verbally express my feelings in a way that does not hurt me.            I can express my feelings in a way that helps me to get on with people.            I can express my feelings in a way that helps me to feel better.            I can express my feelings in a way that helps me to feel good and / or happy            I can recognise signs of good and bad feelings in my peers.            I can keep my feelings to myself when necessary.            I am comfortable sharing my feelings with my peers when appropriate.</p>
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<p>I know that people feel the same range of emotions.            I can recognise good &amp; bad feelings in my peers.            I can show that I care about other peoples feelings.            I can give two examples of how our actions affect how other people feel.            I can listen to others' feelings</p>
<ul style="list-style-type: none"> <li>• Motivation</li> </ul>	<p>I know the difference between long and short-term goals and I can give examples.            I know what it feels like to achieve a goal.            I know what it feels like to fail at something.            I know that others might depend on me to pull my weight in a task.            I know that not achieving a goal might have consequences for both others and myself.</p>

### Construct Characteristics Grade 3

<u>Construct</u>	<u>Example Characteristics- Knowledge, understanding &amp; skills</u>
<ul style="list-style-type: none"> <li>• Self awareness</li> </ul>	<p>If I have upset someone I am aware of this and can discuss it.            I can accurately define a problem that I have got.            I know when I have a problem and the reasons that may be behind it.            I understand what is meant by '<i>blind spots</i>' and '<i>social conditioning</i>'.            I can talk about a time when I have had a 'blind spot' about someone or something.            I have the ability to talk about a range of feelings.</p>
<ul style="list-style-type: none"> <li>• Social skills</li> </ul>	<p>I know what my opinion is on a particular topic.            I have the ability to apologise and make amends with people.            I understand what is expected of me and others.            I plan my work and know when I have achieved.            I can complete tasks.            I can see when people need help.            I am willing to help and encourage others.            I can put the needs of others first.            I do not make promises I cannot keep.            I can admit what I am not good at to others.            I can talk about where I went wrong.            I try to avoid repeating mistakes.            I can help calm situations down.            I can take part in a negotiation.            I can discuss my role in a group.            I can talk about what I am good at.</p>
<ul style="list-style-type: none"> <li>• Managing feelings</li> </ul>	<p>I can demonstrate an understanding of how I respond to conflict.            I can use '<i>stop, think, calm-down</i>' system.            I know my usual way of responding to conflict.            I know when I have been impulsive.            I can use simple anger management techniques.            I can recognise examples of when my feelings influence my behaviour.            I can explain how I feel to others.            I can express my feelings in a way that does not hurt other people's feelings.            I know when a feeling has stopped me making a good decision.            I can calm myself down when I choose to.            I can listen to other people feelings without interrupting them.            I can show that I can help someone else who feels like I do.            I can ask someone for help with my feelings when I need it.            I can demonstrate how I can increase my pleasant feelings by doing certain things.</p>
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<p>I can identify 3 feelings I share with others about a specific issue.            I can demonstrate 3 good listening skills.            I can offer comfort when people are in distress.            I can use open &amp; welcoming body language.            I will intervene if I see someone is being left out.</p>
<ul style="list-style-type: none"> <li>• Motivation</li> </ul>	<p>I know that some goals are necessary steps in achieving something else later on in life.            I can name things that both interest and inspire me.            I can give an example of a short-term goal that I have recently achieved and describe how I felt about it.            I can set an achievable short-term goal for this week/month.            I can say what it would mean to mean to others and me if/when I achieved this short-term goal.</p>

### Construct Characteristics Grade 4

<u>Construct</u>	<u>Example Characteristics- Knowledge, understanding &amp; skills</u>
<ul style="list-style-type: none"> <li>• Self awareness</li> </ul>	<p>I Know my own preferred learning style.            I Understand what beliefs are.            I can identify positive and negative beliefs about myself.            I can describe patterns in how thoughts and feelings affect your behaviour.            I know what happens when I get anxious &amp; can show an example of this            I can explain my actions.</p>
<ul style="list-style-type: none"> <li>• Social skills</li> </ul>	<p>I know what my opinion is on a particular topic.            I have the ability to apologise and make amends with people.            I understand what is expected of me and others.            I plan my work and know when I have achieved.            I can complete tasks.            I can see when people need help.            I am willing to help and encourage others.            I can put the needs of others first.            I do not make promises I cannot keep.            I can admit what I am not good at to others.            I can talk about where I went wrong.            I try to avoid repeating mistakes.            I can help calm situations down.            I can take part in a negotiation.            I can discuss my role in a group.            I can talk about what I am good at.</p>
<ul style="list-style-type: none"> <li>• Managing feelings</li> </ul>	<p>I understand what conflict I find hardest to manage.            I can regularly use a calming or relaxation strategy.            I can demonstrate an impulsive response and a thinking response.            I can use simple self talk techniques.            I now what is meant by negative thinking.            I can express pride in my achievements.            I can express strong feelings appropriately.            I can remain positive even if I don't feel that way.            I persevere and work through my frustrations when learning.            I can demonstrate things that I do to relax.            I can recognise a range of feelings when they are presented to me.            I can challenge my feelings when I need to.            I can turn and walk away from conflict.            I understand the difference between real and imaginary feelings.            I can demonstrate the though/feeling/action process.</p>
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<p>I can understand how body language influences the way you communicate.            I can demonstrate positive body language and mirroring when listening.            I can offer verbal support to others.            I can involve others when in a group.            I can help to calm someone down in a situation.            I understand why good listening skills are important within empathy.</p>
<ul style="list-style-type: none"> <li>• Motivation</li> </ul>	<p>I can identify something that hinders motivation and a strategy for overcoming it, e.g.</p> <ul style="list-style-type: none"> <li>• boredom;</li> <li>• lack of interest/no intrinsic satisfaction;</li> <li>• frustration;</li> <li>• previous failure at a similar activity;</li> <li>• fear of failure/learned helplessness, i.e. I have given up trying at this sort of activity;</li> <li>• I cannot see the point/purpose;</li> <li>• it's a group goal and nothing to do with me;</li> <li>• distraction/lack of concentration;</li> <li>• using the wrong strategy.</li> </ul> <p>I can identify a strategy for one of these hindrances.            I can name a long-term goal and can break it down into small achievable steps.            I can describe how I might achieve those steps &amp; keep motivated.</p>

### Construct Characteristics Grade 5

<u>Construct</u>	<u>Example Characteristics- Knowledge, understanding &amp; skills</u>
<ul style="list-style-type: none"> <li>• Self awareness</li> </ul>	<p>I know what positive and negative influences on thoughts and feelings are.</p> <p>I understand what is meant by 'self-fulfilling prophecy'.</p> <p>I can show positive thinking strategies.</p> <p>I can control the expression of my beliefs &amp; respect other peoples beliefs.</p> <p>I have the ability to talk about beliefs and how they have an impact.</p>
<ul style="list-style-type: none"> <li>• Social skills</li> </ul>	<p>I can identify several factors that promote good teamwork.</p> <p>I can show that I can encourage and support others in a group situation.</p> <p>I take responsibility for myself.</p> <p>I know what makes a team work well and can apply it.</p> <p>I am confident working outside my comfort zone.</p> <p>I make a good impression through positive body language.</p> <p>I know that different environments need different communication skills.</p> <p>I can quickly adjust my spoken / body language to take account of the circumstances.</p> <p>I can identify those who are struggling to participate.</p> <p>I understand group dynamics and how roles can change.</p> <p>I can change role depending on the group or task.</p> <p>I am good at meeting new people.</p> <p>I can calmly challenge aggression.</p> <p>I admit when I am wrong and can actively improve the situation.</p> <p>I can ask questions to evaluate learning.</p> <p>I am confident in knowing where to seek help and how to ask for it.</p> <p>I can speak clearly and confidently to a group of my peers.</p>
<ul style="list-style-type: none"> <li>• Managing feelings</li> </ul>	<p>I know 3 values of conflict resolution and how these could help me.</p> <p>I can use 'I' messages.</p> <p>I can contain strong feelings and not get distracted by them.</p> <p>I can recognise impulsive behaviour in others.</p> <p>I can change a negative thought into a positive one.</p> <p>I know what is meant by fight or flight.</p> <p>I can bounce back from negative feelings or disappointment.</p> <p>I can explain how my feelings influence my attitude.</p> <p>I can demonstrate a range of strategies for managing my worries.</p> <p>I can demonstrate a range of strategies for managing my uncomfortable feelings.</p> <p>I can respond to and control my feelings to enable me to behave.</p> <p>I can respond to and control my feelings to enable me to learn.</p>
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<p>I understand the importance of body language and tone of voice when others are speaking to you.</p> <p>I can demonstrate a basic ability to use active listening (reflecting back).</p> <p>I can use open ended questions.</p> <p>I understand that different backgrounds and experiences can influence view points or opinions.</p> <p>I can respond calmly to the showing of aggression or anger.</p> <p>I can support others even if I don't share the same opinion or view point.</p>
<ul style="list-style-type: none"> <li>• Motivation</li> </ul>	<p>I can describe strategies that I have used to overcome obstacles.</p> <p>I can recognise which parts of my strategy were successful and which were unsuccessful.</p> <p>I can demonstrate that I have achieved at least two significant short-term goals that I have set myself.</p> <p>I can set my own SMART targets.</p> <p>I can identify failures that were due to mistakes I made and failures due to circumstances external to me.</p> <p>I can set a new course of action if a plan fall flat.</p>

## Construct Characteristics Grade 6

<u>Construct</u>	<u>Example Characteristics- Knowledge, understanding &amp; skills</u>
<ul style="list-style-type: none"> <li>• Self awareness</li> </ul>	<p>I can Identify positive and negative habits that I have in terms of behaviour towards others.</p> <p>I can show that I can reflect on how I may have treated someone and what influenced my words/actions.</p> <p>I can express my opinion when I may be in the minority.</p> <p>I can recognise strengths &amp; weaknesses in a range of areas &amp; environments.</p> <p>I can describe patterns that may affect my behaviour.</p>
<ul style="list-style-type: none"> <li>• Social skills</li> </ul>	<p>I know the difference between agreeing with and accepting others' opinions.</p> <p>I can successfully undertake a range of activities as a group.</p> <p>I can model peer support techniques.</p> <p>I can model assertive behaviour to my peers.</p> <p>I can evaluate when the team is working effectively.</p> <p>I can suggest and make changes to team strategies.</p> <p>I can model and maintain team ground rules.</p> <p>I can review the contributions of others.</p> <p>I am comfortable giving and taking constructive feedback from my peers.</p> <p>I am open and eager to explore new situations.</p> <p>I can present myself confidently and with authority.</p> <p>I can set up and manage a group presentation in a range of environments.</p> <p>I am willing to work in a range of new environments.</p> <p>I am willing to take on a new role.</p> <p>I can suggest and model ways of dealing with aggressive behaviour.</p> <p>I can use a range of strategies to manage challenging behaviour.</p> <p>I can lead a presentation and a group discussion.</p> <p>I can give constructive verbal feedback to my peers.</p> <p>I am comfortable accepting constructive feedback from my peers.</p>
<ul style="list-style-type: none"> <li>• Managing feelings</li> </ul>	<p>I understand the importance of listening to the other person in a conflict situation.</p> <p>I can describe and explain an opinion that I disagree with on a topic that is important to me.</p> <p>I can reframe difficult feelings and express them clearly.</p> <p>I can manage my feelings when faced with uncertainty. I know how change can make people feel.</p> <p>I can recognise strong feelings in others and help to calm them down. I can listen to others feelings and be non judgemental.</p> <p>I can demonstrate resilience.</p> <p>I can show that the way I express my feelings can change the way other people feel.</p> <p>I know how certain people can create strong feelings in me and I manage these appropriately.</p> <p>I can manage my feelings to reflect the situation I am in.</p> <p>I express my feelings in the manner appropriate to the environment.</p> <p>I can respond to and control my feelings to support others to behave &amp; learn.</p> <p>I can manage my feelings when facing change or uncertainty.</p>
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<p>I can understand how my feelings affect my ability to listen in a range of situations.</p> <p>I can show that I can use a range of active listening skills.</p> <p>I can make time to listen to others.</p> <p>I can be open &amp; share my own experiences without taking over.</p> <p>I can ask open &amp; sensitive questions when listening.</p> <p>I can appropriately comfort others.</p> <p>I can advise and signpost others as a supportive role to their needs.</p>

<ul style="list-style-type: none"><li>• Motivation</li></ul>	<p>I understand the difference between goals and vision.</p> <p>I understand what is meant by 'visualisation' and how it can help with motivation.</p> <p>I can describe where I am now and where I want to be in one/five/ten year's time.</p> <p>I can describe how I would feel if I achieved my vision.</p> <p>I can describe how my life would change if I achieved my vision.</p> <p>I can list some of the obstacles to achieving my vision, e.g.</p> <ul style="list-style-type: none"><li>• choosing when and where to direct my attention;</li><li>• concentration;</li><li>• the ability to resist distraction for long periods of time.</li></ul> <p>I can describe some of the steps necessary to achieving my vision.</p> <p>I can set a realistic goal for this year.</p> <p>I can understand the necessity of being organised.</p> <p>I can demonstrate the effectiveness of time management in supporting the achievement of a goal.</p>
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### Construct Characteristics Grade 7

<u>Construct</u>	<u>Example Characteristics- Knowledge, understanding &amp; skills</u>
<ul style="list-style-type: none"> <li>• Self awareness</li> </ul>	<p>I understand what kind of situations that I find it particularly hard to cope with.            I can show that I can use a range of strategies for adapting to difficult situations.            I can recognise where I have made a mistake.            I can put in place strategies for preventing them mistakes happening again.            I can review, reflect &amp; review on my own learning.            I understand how I can affect a group situation / dynamics when in a group.</p>
<ul style="list-style-type: none"> <li>• Social skills</li> </ul>	<p>I understand the role of appropriate humour for communication.            I can show an ability to communicate with your peers effectively.            I use my initiative to develop my own learning independently for the benefit of the group.            I can use peer support techniques to encourage others.            I can explain the importance of social skills to my peers.            I can model an effective use of verbal and non-verbal communication.            I can identify and explore sensitively reasons why people do not get involved in group work.            I can facilitate a group negotiation.            I can work confidently in a range of environments.            I can review the contributions of others.            I am open and eager to explore new situations.            I can present myself confidently and with authority.            I can set up and manage a group presentation in a range of environments.</p>
<ul style="list-style-type: none"> <li>• Managing feelings</li> </ul>	<p>I understand the range of ways in which people respond to conflict and how this is influenced by background and experience.            I can resolve low level conflict through negotiation and discussion.            I can manage my feelings in a wide range of environments.            I can demonstrate self control and clarity when faced with another's strong feelings.            I can respond appropriately when my feelings are challenged.            I can manage my feelings when faced with risks.            I can listen to and reframe a peer or colleagues feelings.            I can quickly adapt the way I express my feelings to suit particular situations &amp; people.            I can explain and demonstrate to others the physical impact of negative feelings.            I can identify what others may feel in shared situations.            I can show a range of influences that shape my feelings.</p>
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<p>I understand that expressed feelings can often 'hide' root needs.            I can show that you can listen for facts, feelings and needs.            I can read others body language.            I can recognise when I am being judgmental and change in accordance to other peoples perspective.            I can mirror body language when listening to others.            When requested, I can offer practical help.</p>
<ul style="list-style-type: none"> <li>• Motivation</li> </ul>	<p>I can explain the connection between vision, goals, short-term goals, general strategies and aims and objectives.            I demonstrate resilience in the face of setbacks and bounce back after disappointments.            I do not think that I am a failure if I make a mistake or am unsuccessful at something.            I can learn from my mistakes.            I am pro-active in pursuing my goals.            I do not rely on others to achieve success for me.            I do not waste time on ineffective strategies.            I can quickly evaluate my performance effectiveness.            I have developed vision of what I want to do in my future life</p>

### Construct Characteristics Grade 8

<u>Construct</u>	<u>Example Characteristics- Knowledge, understanding &amp; skills</u>
<ul style="list-style-type: none"> <li>• Self awareness</li> </ul>	<p>I understand my strengths and weaknesses and strategies for effectively adapting to the weaker areas.</p> <p>I can show how that I can critically evaluate thoughts, feelings and behaviour and adapt them accordingly.</p> <p>I can strengthen my repertoire of coping strategies.</p> <p>I regularly request feedback from others.</p> <p>I am able to reflect on what values and beliefs motivate me.</p>
<ul style="list-style-type: none"> <li>• Social skills</li> </ul>	<p>I understand the range of ways in which people communicate for different situations, and the effectiveness of different forms of communication.</p> <p>I can show an ability to communicate with a range of people effectively in different situations.</p> <p>I can act as advocate for others.</p> <p>I can independently take the lead when appropriate in group situations.</p> <p>I can demonstrate leadership/management skills.</p> <p>I can give and take constructive feedback to/from a wide range of people.</p> <p>I can report and review on others learning and can offer strategies to help them improve.</p> <p>I am confident in managing and delivering presentations to a wide audience.</p> <p>I can transfer between roles with a high degree of confidence.</p> <p>I am highly sensitive to the needs of others in a wide range of situations.</p> <p>I can ensure that people feel involved and valued.</p> <p>I am highly adaptable to new situations.</p> <p>I can quickly assess a situation in order to identify what is expected of me.</p> <p>I can appropriately use and understand humour for communication.</p> <p>I can independently identify the learning needs of others.</p> <p>I am able to change my plans to meet the needs of the situations.</p>
<ul style="list-style-type: none"> <li>• Managing feelings</li> </ul>	<p>I understand my level of ability in resolving conflict and identify specific strategies for improvement.</p> <p>I can practice non violent communication.</p> <p>I demonstrate an ability to use conflict resolution skills across a range of situations.</p> <p>I can support others in managing their feelings.</p> <p>I can model a range of techniques for managing feelings.</p> <p>I can encourage and support others to be resilient.</p> <p>I can support others in exploring and resolving their conflicts.</p> <p>I can identify others feelings, positions and interests.</p> <p>I understand that changing the way I think about people changes the way I feel about them.</p> <p>I understand that changing the way I think about events changes the way I feel about them.</p> <p>I can demonstrate and discuss the thought/feelings/action process.</p> <p>I can demonstrate how managing my feeling has helped me succeed in my learning.</p> <p>I show sensitivity to others feelings and know a range of strategies for helping them express their feelings.</p> <p>I can change the way I feel by reflecting on my experiences and reviewing the way the way I think about them.</p> <p>I can listen to and reframe the feelings of others.</p>
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<p>I understand the role of empathic listening in a variety of situations and identify specific skills I want to work on.</p> <p>I can demonstrate an ability to listen empathically over a length of time (e.g. 45 minutes) using a wide range of active listening techniques.</p> <p>I can gently &amp; sensitively support others to recognise feelings.</p> <p>I am broadly accepting of other peoples views and opinions.</p> <p>I can regularly reflect on my own needs to understand others.</p> <p>I can help people feel valued and accepted.</p> <p>I can show compassion and recognise that other peoples failures may be down to a wide range of factors.</p>

<ul style="list-style-type: none"><li>• Motivation</li></ul>	<p>I have a well-developed personal vision. I can describe what inspires me. I know how to focus my attention and avoid distractions, even on difficult tasks. I understand the importance of personal example in the motivation of others. I understand how people succeed in motivating others as well as themselves, and the importance of vision. I can model effective motivation to others. I am able to take on challenging personal tasks (that may not be enjoyable), knowing that they are a means to an end. I am able to defer my own personal gratification in the pursuit of a wider social/group goal or vision. I am prepared to move outside of my comfort zone</p>
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## APPENDIX 2



**GQAL PEARL SOCIAL AND PERSONAL DEVELOPMENT  
INVOLVED ASSESSOR MARK RECORD**

CENTRE NAME:

INVOLVED ASSESSOR NAME:

CANDIDATE NAME:

GRADE FOR ENTRY:

CONSTRUCT	ASSESSMENT 1	ASSESSMENT 2	ASSESSMENT 3
<b>SELF-AWARENESS</b> Knowledge, understanding and skills	DATE: MARK:	DATE: MARK:	DATE: MARK:
COMMENTS TO SUPPORT SELF-AWARENESS ASSESSMENT DECISIONS:			
<b>SOCIAL SKILLS</b> Knowledge, understanding and skills	DATE: MARK:	DATE: MARK:	DATE: MARK:
COMMENTS TO SUPPORT SOCIAL SKILLS ASSESSMENT DECISIONS:			
<b>MANAGING FEELINGS</b> Knowledge, understanding and skills	DATE: MARK:	DATE: MARK:	DATE: MARK:
COMMENTS TO SUPPORT MANAGING FEELINGS ASSESSMENT DECISIONS:			
<b>EMPATHY</b> Knowledge, understanding and skills	DATE: MARK:	DATE: MARK:	DATE: MARK:
COMMENTS TO SUPPORT EMPATHY ASSESSMENT DECISIONS:			
<b>MOTIVATION</b> Knowledge, understanding and skills	DATE: MARK:	DATE: MARK:	DATE: MARK:
COMMENTS TO SUPPORT MOTIVATION ASSESSMENT DECISIONS:			
<b>TOTAL MARK (out of 25)</b>			

I CAN CONFIRM THAT ASSESSMENT FOR THIS CANDIDATE HAS TAKEN PLACE ON THE DATES RECORDED

SIGNATURE.....



**GQAL PEARL SOCIAL AND PERSONAL DEVELOPMENT  
INVOLVED ASSESSOR MARK RECORD (EXEMPLAR)**

CENTRE NAME:

INVOLVED ASSESSOR NAME:

CANDIDATE NAME:

GRADE FOR ENTRY: 2

CONSTRUCT	ASSESSMENT 1	ASSESSMENT 2	ASSESSMENT 3
<b>SELF-AWARENESS</b> Knowledge, understanding and skills	DATE:  MARK: 3	DATE:  MARK: 4	DATE:  MARK: 5
<b>COMMENTS TO SUPPORT SELF-AWARENESS ASSESSMENT DECISIONS:</b> Most aspects of grade exceeded in final assessment. For example, knows how thoughts and feelings affect behaviour. Demonstrated strategies to avoid negative behaviour. Gave examples of problems that occurred within the assessment activity and was able to discuss these effectively.			
<b>SOCIAL SKILLS</b> Knowledge, understanding and skills	DATE:  MARK: 2	DATE:  MARK: 4	DATE:  MARK: 5
<b>COMMENTS TO SUPPORT SOCIAL SKILLS ASSESSMENT DECISIONS:</b> Most aspects of grade exceeded in final assessment. Group work skills developed considerably during course and assessments. Involved others. Friendly. Prepared. Focussed. Not distracted. Effective negotiation skills observed. Helped and supported others during activities. Understands own role within group. Positive approach throughout.			
<b>MANAGING FEELINGS</b> Knowledge, understanding and skills	DATE:  MARK: 2	DATE:  MARK: 3	DATE:  MARK: 4
<b>COMMENTS TO SUPPORT MANAGING FEELINGS ASSESSMENT DECISIONS:</b> Appropriate interaction with others. Described own feelings when activity not gone to plan. Was able to manage negative feedback from another group member and was able to move on from potential difficult situation. Solution offered and was accepted by the rest of the team.			
<b>EMPATHY</b> Knowledge, understanding and skills	DATE:  MARK: 2	DATE:  MARK: 4	DATE:  MARK: 4
<b>COMMENTS TO SUPPORT EMPATHY ASSESSMENT DECISIONS:</b> Empathy skills observed. Listening skills used well when supporting another group member. Further evidence recorded in centre as part of informal observation records.			
<b>MOTIVATION</b> Knowledge, understanding and skills	DATE:  MARK: 3	DATE:  MARK: 4	DATE:  MARK: 5
<b>COMMENTS TO SUPPORT MOTIVATION ASSESSMENT DECISIONS:</b> Gave examples of long and short term goals. Knows what needs to be done to achieve and has clear strategy to do this. Positive steps taken to progress in to a new work role - even though this requires further training. Is a reliable member of the team. Skills developed as course progressed.			
<b>TOTAL MARK (out of 25)</b>	12	19	23

I CAN CONFIRM THAT ASSESSMENT FOR THIS CANDIDATE HAS TAKEN PLACE ON THE DATES RECORDED

SIGNATURE.....

