

Diploma in Life Skills

Entry 3 Specification

Diploma in Life Skills Entry 3 Qualification Specification

1. Title

The following qualification has been accredited by the regulatory bodies in England, Wales and Northern Ireland (Ofqual, Qualifications Wales and CCEA).

ASDAN Entry Level Diploma in Life Skills (Entry 3)

Accreditation Number: 501/0445/7

In England and N. Ireland it appears in the Register of Regulated Qualifications. In Wales it appears in the QIW (Qualifications in Wales) database.

2. Location of the qualifications within the subject/sector classification system

14.1 Foundations for Learning and Life

3. Total Qualification Time (TQT)

This is comprised of the number of Guided Learning Hours assigned to the qualification, and an estimate of the number of hours a candidate will reasonably be likely to spend in preparation, self-study, research and other independent and unguided learning activities. The TQT allocated takes into account estimates and other relevant information gathered from a reasonable number of centres and third parties.

Number of Guided Learning Hours assigned: 350

Total Qualification Time under review

4. Qualification Dates

Operational End Date: 31/08/2017 Certification End Date: 31/08/2019

Candidate registrations may not be accepted by ASDAN after the operational end date for a specific qualification if an extension is not obtained from the regulators. However, certification is allowed until the certification end date so that candidates have time to complete any programme of study. At least six months before the operational end date for a qualification, ASDAN will undertake a review of the qualification. This will be done in collaboration with stakeholders in order to take account of any changes necessary to continue to meet their needs. Once this review process is complete, ASDAN will consider the most appropriate course of action which might include, applying to the regulators for an extension to the regulation period, revising or creating a new qualification or withdrawing the qualification. Information relating to changes or extensions to qualifications will be posted on the ASDAN website www.asdan.org.uk.

5. Objective of the qualification

The Entry Level Diplomas in Life Skills aim to foster the development of personal, social and employability skills, and are made up of a range of units covering independent living, personal and social development, community awareness, personal safety and preparation for work.

The qualifications are suitable for learners pre and post-16, working at Entry 1, 2 or 3. They can be undertaken in schools, colleges, residential centres, training providers and independent provision.

6. Staffing requirements

This section is provided to give some guidance on the experience and qualifications needed to deliver and assess these qualifications; it is not however intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

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Centres must ensure that they have sufficient numbers of suitably experienced Assessors and Internal Moderators to ensure that qualifications are delivered effectively, and that appropriate judgements are made as to whether evidence being presented is valid, sufficient and reliable.

ASDAN cannot be held responsible for any difficulties that arise in the delivery or assessment process as a result of internal recruitment decisions. Recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of ASDAN qualifications are suitably qualified.

Examples of relevant qualifications: Assessor/Internal Verifier awards

Examples of work experience: Demonstrable experience of knowledge of the subject area.

The ASDAN **Centre Guidance** (Section 2.2, Roles and Responsibilities) outlines the range of functions necessary for candidate achievement, and the expectations for suitable qualifications/experience.

7. Units

The units listed below are available for the qualification.

Title	Level	Unit reference	Credit rating (if applicable)
Community Action	E3	CA	2
Developing Self	E3	DS	2
Environmental Awareness	E3	EA	2
Healthy Living	E3	HL	2
Individual Rights and Responsibilities	E3	IRR	1
Making the Most of Leisure Time	E3	MLT	2
Managing own Money	E3	MOM	2
Managing Social Relationships	E3	MSR	2
Parenting Awareness	E3	PA	2
Personal Safety in the Home and Community	E3	PSC	2
Using Technology in the Home and Community	E3	UTC	2
Communicating with Others at Work	E3	CWO	1
Exploring Job Opportunities	E3	EJO	1
Health and Safety in the Workplace	E3	HSW	1
Introduction to Customer Care	E3	ICC	1
Maintaining Work Standards	E3	MWS	2
Rights and Responsibilities at Work	E3	RRW	1
Tackling Number Problems	E3	TNP	2
Preparation for Work ¹	E3	PW	2
Applying for a job ¹	E3	AJB	1
Dealing with Problems in Daily Life ²	E3	DWP	2
Tackling Problems ²	E3	TP	1
Working as Part of a Group ³	E3	WPG	2
Introduction to Working with Others ³	E3	IWWO	2
Working Towards Goals ⁴	E3	WTG	2
Planning and Reviewing Learning ⁴	E3	PRL	2

Candidates are not allowed to follow both of the units marked ^{1, 2, 3, 4} above because of the similarities between them (e.g. candidates cannot follow both *Working Towards Goals* and *Planning and Reviewing Learning*.)

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8. Structure of the qualifications

The qualifications are credit-based and candidates must choose a combination of units from those listed above. All units are optional. Candidates must complete 37 credits worth of units to achieve the Diploma.

Evidence to fully meet the standards is generated by demonstrating skills development relevant to the units the candidate is working towards.

The units that make up the Diplomas in Life Skills also appear in other ASDAN qualifications: Personal Progress (Entry 1 only), Entry Level Personal and Social Development (PSD) and Entry Level Employability (2010 standards). Credits from any of the DiLS units already achieved in the context of one of these other qualifications may be counted instead of the relevant unit, provided the unit was achieved within 3 years of the DiLS external moderation date.

Credit transfer

Candidates who have achieved any of the DiLS units in the context of one of these other qualifications can transfer the credit already achieved, provided the unit was achieved within 3 years of the DiLS external moderation date. Where credit is being claimed from a Personal Progress unit, it must have been achieved at the 'Application' stage on the Achievement Continuum. A Centre Claim form and guidance are provided on the website in order to manage credit claims.

The **Diploma in Life Skills student books**, which are available to download from the members area of the ASDAN website, contain introductory information and unit activities to support learners' understanding and development of life skills. This curriculum of practical activities has been linked to the Standards with Guidance and resource sheets. However all of these activities are optional, and other opportunities are available for evidencing the assessment criteria using other curriculum materials, resources and learning experiences.

Candidates who do not achieve the full qualification requirements will receive certification for those units which they have successfully completed.

To demonstrate working at the appropriate level, candidates are required to use the **recording documents** provided by ASDAN, which support the consistent production of evidence.

The mandatory **Standards with Guidance** document, which is provided to support centres in the delivery and assessment of the qualification, provides additional guidance on the appropriate type, quality and quantity of evidence required in order for candidates to show they have met the required standard.

The mandatory **Centre Guidance** contains all the information centres need in order to successfully deliver, assess and internally moderate the qualification and submit candidates for certification.

9. Prior achievement and recognition of prior learning

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

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Recognition of Prior Learning (RPL)

RPL is where a candidate has achieved something relevant to the qualification without formal recognition such as a certificate. ASDAN has a policy on RPL which allows all claims to be considered on an individual basis.

10. Progression Opportunities

ASDAN Level 1 Award and Certificate in Personal and Social Development

ASDAN Level 1 Award and Certificate in Employability

11. Assessment and moderation

Candidates complete a **portfolio of evidence**, generated from appropriate activities, which is internally assessed by centre assessors against the unit assessment criteria. Assessors need to ensure that there is explicit evidence in the portfolio to show that the candidate has met the required standard.

There is a mandatory **Assessment Checklist** provided for each unit (see example below). These can be downloaded from the ASDAN website and must be completed by the assessor when the candidate completes each unit. Each Assessment Checklist must be signed by the candidate, assessor and internal moderator to authenticate the work, and added to each candidate's portfolio of evidence.

Internal moderation is undertaken by the centre, following their own sampling strategy. The internal moderator provides the vital link between the assessors and the external moderator, and acts as the centre's quality assurance representative.

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External moderation is carried out by ASDAN's External Moderators who look at the quality and compare the standards of a sample of candidates' work to ensure that national standards are being met, monitor assessment practice and, where problems are identified, take action to ensure that assessment conforms to national standards.

12. Assessment language

ASDAN qualifications are published and assessed in English only.

13. Standards

The standards for each unit are as follows:

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Title:	Community Action		
Unique Reference Number:	F/502/0459		
Level:	E3		
Credit Value:	2		
Learning outcomes The learner will:		Assessment criteria The learner can:	
E3.1 Demonstrate their knowledge of local community groups		1.1 Identify community groups in their local area and what they do	
E3.2 Demonstrate their participation in community activities		2.1 Participate in activities within a local community group	
		2.2 Identify how these activities benefits others	
		2.3 Identify a benefit for him/herself from participating in the activities	
Additional information about the unit			
Organisation reference code		CAE3	
Unit aim/purpose		This unit aims to encourage the learner to participate in local community activities and to understand how they benefit the learner and society	
Requirements about the way the units must be assessed (if appropriate)		N/A	
Guidance on suitable types of supporting evidence		Leaflet/poster; annotated collection of media cuttings; notes taken during visits; diary/log; annotated photographs/video evidence; witness testimony; candidate's written magazine article/wall display/PowerPoint presentation; scrapbook; other relevant evidence	
Unit review date		30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)		Optional unit	
Equivalent ASDAN unit/s or exemptions		Community Action L1 (PSD)	

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Title:	Developing Self
Unique Reference Number:	M/502/0456
Level:	E3
Credit Value:	2
Learning outcomes The learner will:	Assessment criteria The learner can:
E3.1 Understand how to identify areas for self development	1.1 Describe a personal strength or ability
	1.2 Identify an area for self development
	1.3 Describe a personal skill or behaviour they need to develop
E3.2 Understand how to take responsibility for their own self development	2.1 Describe how they will develop their personal skill or behaviour
	2.2 Suggest a suitable target to work towards and agree it with an appropriate person
	2.3 Identify the support and resources needed to help them work towards the agreed target
	2.4 Work through activities to develop the agreed skill or behaviour
E3.3 Be able to demonstrate how they have developed personal skills	3.1 Review the progress they have made
	3.2 Review what went well and what did not go so well
	3.3 Make choices about how they will continue to develop their personal skills
Additional information about the unit	
Organisation reference code	DSE3
Unit aim/purpose	This unit aims to encourage the learner to develop their personal skills. The learner can do this by agreeing and working through action steps that will help them to achieve their personal target. This can help learners to move from being passive in developing their personal skills, to becoming more proactive and independent in this area. It can also help to motivate learners and improve their confidence by providing a focus for recognising achievements.
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Developing Self Entry 3 Action Plan/Review; illustrated posters or pro forma showing the learner's skills, qualities, interests and strengths; 'achievement display'; annotated photographs/video evidence; witness statements/observation records; annotated photographs/video evidence; witness statements/observation records; product evidence (e.g. computer work, pictures, writing) produced by the learner as part of the activity; record of discussion; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit
Equivalent ASDAN unit/s or exemptions	Developing Self Level 1 (AoPE)

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Title:	Environmental Awareness	
Unique Reference Number:	R/502/0658	
Level:	E3	
Credit Value:	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
E3.1 Demonstrate an awareness of how the actions of humans affect the environment	1.1 Give examples of human behaviours which harm the environment	
	1.2 Give examples of human behaviours which help the environment	
E3.2 Demonstrate an understanding of environmental issues which affect their life	2.1 Identify two different types of environmental issue which are relevant to their life	
	2.2 Identify the effects that these issues have on their life	
E3.3 Be able to demonstrate ways in which they can help to improve the environment in the local area	3.1 Identify an activity that they can carry out to improve the environment in their local area	
	3.2 Take part in an activity to improve the environment in their local area	
Additional information about the unit		
Organisation reference code	EAE3	
Unit aim/purpose	This unit aims to encourage learners to take responsibility for their environment and to understand the environmental impact of their actions	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Poster/collage/list; annotated photos/video; notes/evidence from interviews; explanation/description; spider diagram; report; activity log/diary; action plan and review; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit	
Equivalent ASDAN unit/s or exemptions	Environmental Awareness Level 1 (PSD)	

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Title:	Healthy Living	
Unique Reference Number:	T/502/0460	
Level:	E3	
Credit Value:	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
E3.1 Understand what is needed to lead a healthy lifestyle	1.1 Describe what they can do to contribute to a healthy lifestyle	
	1.2 Choose appropriate activities that can make an improvement to their lifestyle	
E3.2 Demonstrate how they contribute to their own healthy lifestyle	2.1 Carry out activities to contribute to a healthy lifestyle	
	2.2 Describe how the activities have improved their lifestyle	
Additional information about the unit		
Organisation reference code	HLE3	
Unit aim/purpose	This unit aims to encourage the learner to consider ways in which they could improve their lifestyle, and ensure that it is a healthy one.	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Table/chart/poster; witnessed role play; pie chart of proposed healthy lifestyle; record/activity log/diary; annotated photographs; witness testimony; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit	
Equivalent ASDAN unit/s or exemptions	Healthy Living Level 1 (PSD)	

Diploma in Life Skills Entry 3 Qualification Specification

Title:	Individual Rights and Responsibilities		
Unique Reference Number:	A/502/0458		
Level:	E3		
Credit Value:	1		
Learning outcomes The learner will:		Assessment criteria The learner can:	
E3.1 Understand that they have individual rights and responsibilities		1.1 Describe an individual right which is relevant to them	
		1.2 Identify sources of support or information about rights and responsibilities	
		1.3 Describe a responsibility that they have for themselves	
		1.4 Describe a responsibility that they have to others	
Additional information about the unit			
Organisation reference code		IRRE3	
Unit aim/purpose		This unit aims to encourage learners to explore and raise awareness of their individual rights and responsibilities.	
Requirements about the way the units must be assessed (if appropriate)		N/A	
Guidance on suitable types of supporting evidence		Posters/leaflets/list; witnessed role play; witness statements/observation records; annotated photographs/video evidence; individual Action Plan; other relevant evidence	
Unit review date		30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)		Optional unit	
Equivalent ASDAN unit/s or exemptions		Individual; Rights and Responsibilities Level 1 (PSD)	

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Title:	Making the most of leisure time		
Unique Reference Number:	H/502/0650		
Level:	E3		
Credit Value:	2		
Learning outcomes The learner will:		Assessment criteria The learner can:	
E3.1 Understand how to make use of their leisure time	1.1 Identify ways in which they can use their leisure time		
	1.2 Identify the benefits of using their leisure time in different ways		
E3.2 Be able to participate in a range of activities	2.1 Take part in an activity which they find relaxing		
	2.2 Take part in an activity which they find challenging		
	2.3 Take part in an activity which involves learning a new skill		
E3.3 Carry out a review of the activities they have tried	3.1 Identify what they enjoyed and did not enjoy about the activities		
	3.2 Identify an activity they would like to try again		
Additional information about the unit			
Organisation reference code		MLTE3	
Unit aim/purpose		This unit aims to encourage learners to investigate a range of leisure facilities and to take part in their preferred activity	
Requirements about the way the units must be assessed (if appropriate)		N/A	
Guidance on suitable types of supporting evidence		Spider diagrams; annotated photographs/video evidence; witnessed role play; promotional leaflet/poster; diary log; verbal or written review; witnessed peer discussion; other relevant evidence	
Unit review date		30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)		Optional unit	
Equivalent ASDAN unit/s or exemptions		Making the most of leisure time Level 1 (PSD)	

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Title:	Managing own Money		
Unique Reference Number:	F/502/0462		
Level:	E3		
Credit Value:	2		
Learning outcomes The learner will:		Assessment criteria The learner can:	
E3.1 Understand how to plan a personal budget		1.1 Identify their source(s) of income	
		1.2 Identify their key items of expenditure	
		1.3 Prepare a straightforward budget plan	
		1.4 Identify an appropriate way to save surplus money	
E3.2 Know how to carry out transactions		2.1 Identify two different ways of paying for items	
		2.2 Demonstrate paying for an item	
		2.3 Use appropriate calculations when paying for items	
Additional information about the unit			
Organisation reference code		MOME3	
Unit aim/purpose		This unit aims to encourage learners to explore their own personal budget and to carry out basic transactions capably.	
Requirements about the way the units must be assessed (if appropriate)		N/A	
Guidance on suitable types of supporting evidence		Spider diagram/list/chart; poster/collage; personal income and expenditure sheet; suitable presentation of research findings; record of discussions; annotated photographs/video evidence/witness testimony; money worksheets; other relevant evidence	
Unit review date		30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)		Optional unit	
Equivalent ASDAN unit/s or exemptions		Managing own Money Level 1 (PSD)	

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Title:	Managing Social Relationships	
Unique Reference Number:	T/502/0457	
Level:	E3	
Credit Value:	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
E3.1 Understand how to interact with others in familiar social situations	1.1 Identify situations in which they may need to interact with others	
	1.2 Identify positive behaviours which can be used when interacting with others	
E3.2 Demonstrate how to interact with others in familiar social situations	2.1 Take part in an exchange with one or more people about a topic in which they have an interest	
	2.2 Use appropriate positive behaviours when participating in the exchange	
	2.3 Make appropriate contributions	
	2.4 Express opinions and respect the views of others	
Additional information about the unit		
Organisation reference code	MSRE3	
Unit aim/purpose	This unit aims to encourage learners to explore their behaviour, and how this may best be adjusted to different social situations, allowing for an appropriate manner at all times.	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Discussion based on different types of behaviour seen in selected TV programmes; display of photos from magazines; witnessed role play; wall of words; witnessed group or one-to-one discussions; annotated photographs/video evidence; diary/log; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit	
Equivalent ASDAN unit/s or exemptions	Managing Social Relationships Level 1 (PSD)	

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Title:	Parenting Awareness	
Unique Reference Number:	F/502/0655	
Level:	E3	
Credit Value:	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
E3.1 Demonstrate an understanding of the demands of having a baby	1.1 Identify the ways in which having a new baby can be emotionally demanding	
	1.2 Identify the ways in which having a new baby can be physically demanding	
E3.2 Demonstrate an understanding of the sources of help and support available for parents	2.1 Identify two sources of help for new parents	
	2.2 Identify two facilities in their local area which support parents with young children	
	2.3 Identify a way in which help and support can benefit new parents	
E3.3 Demonstrate an understanding of a parent's responsibility for keeping a baby safe and healthy	3.1 Identify a way that a parent can protect a baby against an unsafe situation in the home	
	3.2 Identify a way that a parent can protect a baby against a health hazard	
	3.3 Give an example of when a parent should seek medical advice about their baby's health	
Additional information about the unit		
Organisation reference code	PAE3	
Unit aim/purpose	This unit aims to encourage learners to become more aware of some of the issues and difficulties faced by new parents.	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Posters/leaflets/lists; annotated photographs/diary or log; witnessed role play; posters/leaflets; spider diagram; notes of discussion; risk assessment; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit	
Equivalent ASDAN unit/s or exemptions	Parenting Awareness Level 1 (PSD)	

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Title:	Personal Safety in the Home and Community	
Unique Reference Number:	R/502/3334	
Level:	E3	
Credit Value (if any):	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
E3.1 Understand how to keep themselves safe when travelling about	1.1 Recognise some of the risks that they might face when out and about	
	1.2 Demonstrate how they might deal with a situation in which their safety is threatened	
	1.3 Demonstrate that they can travel safely and independently to an unfamiliar destination using public transport	
E3.2 Be able to demonstrate ways to keep themselves safe when in the home	2.1 Identify safety rules for use in the home	
	2.2 Demonstrate safe practices when carrying out household activities	
Additional information about the unit		
Organisation reference code	PSE3	
Unit aim/purpose	This unit aims to encourage learners to consider the risks they could face in the home and when out and about. Strategies for reducing risk while travelling, and when in the home, are explored.	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	List/poster/leaflet; witnessed role play; group discussion; annotated photographs/video evidence; witness testimony; action plan and review; travel diary/log; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit.	
Equivalent ASDAN unit/s or exemptions	N/A	

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Title:	Using Technology in the Home and Community	
Unique Reference Number:	J/502/3332	
Level:	E3	
Credit Value (if any):	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
E3.1 Understand how and where technology is used in the home and local community	1.1 Identify how and where technology is used in the home and the local community	
	1.2 Identify advantages and disadvantages of using technology in the home and local community	
E3.2 Be able to demonstrate ways to use technology in the home and local community	2.1 Demonstrate safe practices when using a variety of technology in the home and local community	
	2.2 Demonstrate what to do if the technology being used goes wrong	
Additional information about the unit		
Organisation reference code	UTE3	
Unit aim/purpose	This unit aims to encourage learners to understand and use technology in the home and community safely, and have some understanding of what to do if it goes wrong	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	List/poster/collage; annotated photograph or room plan; annotated map of local area; suitable presentation of advantages and disadvantages; annotated photographs/video evidence; witness testimony; diary/log; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit.	
Equivalent ASDAN unit/s or exemptions	N/A	

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Unit:	Communicating with others at work	
Unique Reference Number:	H/500/5887	
Level:	Entry 3	
Credit value:	1	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
E3.1 Communicate appropriately with others at work	1.1 Identify different sources of information	
	1.2 Obtain information from others using an appropriate method	
	1.3 Describe different ways of communicating with others in the workplace	
	1.4 Communicate with others clearly using words that suit the situation	
	1.5 Respond appropriately to straightforward questions	
Additional information about the unit		
Organisation reference code	CWOE3	
Unit aim/purpose	This unit aims to encourage learners to consider the use of different forms of communication (e.g. speaking and listening, reading and writing and using ICT) for straightforward purposes	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Spider diagrams/lists; scribed or written resource sheets; witness statements; annotated photographs/video evidence; other appropriate evidence	
Unit review date	N/A	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional	
Equivalent ASDAN unit/s or exemptions	Communicating with others at work Level 1 (Employability 2010/2013)	

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Unit:	Exploring job opportunities
Unique Reference Number:	T/500/5893
Level:	Entry 3
Credit value:	1
Learning outcomes	Assessment criteria
The learner will:	The learner can:
E3.1 Decide on suitable job options	1.1 Describe who to see and where to go for help with job choices
	1.2 Get information about job options
	1.3 Review his/her interests, experiences, skills and qualities
	1.4 Describe how he/she decided on suitable job options
Additional information about the unit	
Organisation reference code	EJOE3
Unit aim/purpose	This unit aims to encourage learners to identify what job opportunities are available and decide which would be the most suitable for them. The unit provides an opportunity for learners to identify and use sources of careers advice and support so that they can match their own interests, experience, skills and qualities to appropriate job opportunities
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Summaries of research findings; records of discussions; scribed or written resource sheets; spider diagram/poster/list/personal profile; interview notes; completed CV/personal profile/job application; annotated photographs/video evidence; PowerPoint presentation; other appropriate evidence
Unit review date	N/A
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional
Equivalent ASDAN unit/s or exemptions	Exploring job opportunities Level 1 (Employability 2010/2013) Finding a volunteering opportunity Level 1 (CVQ 2010/2013) – 1 credit only

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Unit:	Health and Safety in the Workplace
Unique Reference Number:	Y/501/4408
Level:	Entry 3
Credit value:	1
Learning outcomes	Assessment criteria
The learner will:	The learner can:
E3.1 Understand own rights and responsibilities for Health and Safety	1.1 State the main health and safety responsibilities of employers
	1.2 State the health and safety responsibilities of employees
E3.2 Understand what to do in the event of accidents and emergencies	2.1 State what to do if there is a fire in the workplace
	2.2 State what to do if there is an accident in the workplace
	2.3 State what to do in the event of personal injury
E3.3 Understand how to perform workplace tasks safely	3.1 Follow instructions for working safely
	3.2 Use equipment safely
	3.3 Maintain a clean and tidy work area
Additional information about the unit	
Organisation reference code	HSWE3
Unit aim/purpose	This unit aims to encourage learners in understanding that health and safety is a fundamental responsibility of all employees. Learners will need to know what this means in practice in the workplace, and that they have a responsibility for preventing accidents and responding appropriately in an emergency
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Records of discussions; organisation's H&S policy, suitably annotated; annotated photographs/video evidence; witness testimony; scribed or written resource sheets; annotated photograph/posters/leaflets; other appropriate evidence
Unit review date	N/A
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional
Equivalent ASDAN unit/s or exemptions	Health and Safety in the Workplace Entry 3 (Employability 2013 standards – 1 credit only) Health and Safety in the Workplace Level 1 (CVQ 2013, Employability 2010/2013) – 1 credit only

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Unit:	Introduction to Customer Care
Unique Reference Number:	D/501/4409
Level:	Entry 3
Credit value:	1
Learning outcomes	Assessment criteria
The learner will:	The learner can:
E3.1 Understand the requirements of customers who use own organisation	1.1 State what goods/services customers want from own organisation
	1.2 State how the organisation tries to meet customer requirements
E3.2 Understand and provide good customer service	2.1 Describe good customer service
	2.2 State why good customer service is important
	2.3 Describe how to contribute to good customer service
	2.4 Provide good customer service
Additional information about the unit	
Organisation reference code	ICCE3
Unit aim/purpose	This unit aims to encourage learners to develop and demonstrate their understanding of the concept of customer care, and to think about the importance of good customer care
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Records of discussions; scribed or written resource sheets; posters/leaflets; annotated photographs/video evidence; witness testimony; other appropriate evidence
Unit review date	N/A
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional
Equivalent ASDAN unit/s or exemptions	Introduction to Customer Care Level 1 (Employability 2010) – 1 credit only Customer Service Entry 3/Level 1 (Employability 2013) – 1 credit only

Diploma in Life Skills Entry 3 Qualification Specification

Unit:	Maintaining Work Standards
Unique Reference Number:	M/500/5889
Level:	Entry 3
Credit value:	2
Learning outcomes	Assessment criteria
The learner will:	The learner can:
E3.1 Meet timekeeping and attendance requirements	1.1 Identify requirements for attendance and punctuality
	1.2 Identify procedures to follow in cases of absence or lateness
	1.3 Meet attendance requirements
	1.4 Meet timekeeping requirements
	1.5 Follow procedures if there are any difficulties in timekeeping and attendance
E3.2. Complete activities to specified work standards in familiar contexts	2.1 Identify what the organisation expects of him/her in terms of quality and deadlines
	2.2 Complete specified activities to deadlines
	2.3 Achieve the quality of work required
	2.4 Explain the importance of Health and Safety and how to complete his/her activities safely
	2.5 Complete his/her activities
	2.6 Describe the organisation's standard for image
	2.7 Meet the organisation's standard for image
Additional information about the unit	
Organisation reference code	MWSE3
Unit aim/purpose	This unit aims to encourage learners to consider the fundamental requirements for working – time-keeping, attendance and working to given standards
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Records of discussions; scribed or written resource sheets; records showing the learner's knowledge of requirements; annotated photographs; witness testimony; other appropriate evidence
Unit review date	N/A
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional
Equivalent ASDAN unit/s or exemptions	Maintaining Work Standards Level 1 (Employability 2010) Maintaining Work Standards Entry 3/Level 1 (Employability 2013) – 2 credits only

Diploma in Life Skills Entry 3 Qualification Specification

Unit:	Rights and Responsibilities at Work
Unique Reference Number:	A/500/5894
Level:	Entry 3
Credit value:	1
Learning outcomes	Assessment criteria
The learner will:	The learner can:
E3.1 Understand rights and responsibilities in the workplace	1.1 Describe the main rights of an employee
	1.2 Describe the main responsibilities of an employee
	1.3 State what steps he/she would take if he/she had a grievance problem at work
	1.4 State what steps he/she would take if he/she was faced with disciplinary action at work
Additional information about the unit	
Organisation reference code	RRWE3
Unit aim/purpose	This unit aims to encourage learners to develop an understanding of the rights and responsibilities of employees
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Records of discussions; posters/leaflets/spider diagrams/lists; scribed or written resource sheets; suitably presented research findings; witnessed role play; other appropriate evidence
Unit review date	N/A
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional
Equivalent ASDAN unit/s or exemptions	Rights and Responsibilities at Work Level 1 (Employability 2010) Rights and Responsibilities in the Workplace Entry 3/Level 1 (Employability 2013)

Diploma in Life Skills Entry 3 Qualification Specification

Unit:	Tackling Number Problems
Unique Reference Number:	F/500/5895
Level:	Entry 3
Credit value:	2
Learning outcomes	Assessment criteria
The learner will:	The learner can:
E3.1 Understand how to do simple calculations when tackling practical number problems	1.1 Use addition when tackling number problems
	1.2 Use subtraction when tackling number problems
	1.3 Use multiplication when tackling number problems
	1.4 Use division when tackling number problems
E3.2. Tackle practical number problems using simple calculations	2.1 Describe the type of practical number problem he/she might meet at work
	2.2 Identify who to ask for help with practical number problems
	2.3 Describe the number problem
	2.4 Help to choose the calculations needed to solve the problem
	2.5 Carry out the calculations
	2.6 Check the results of calculations to make sure they make sense
Additional information about the unit	
Organisation reference code	TNPE3
Unit aim/purpose	This unit aims to encourage learners to develop and demonstrate their understanding and skills in tackling practical number problems. It also gives learners the opportunity to think about and develop number skills relevant to an area of work they are interested in
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Worksheets, rough notes and records of work showing calculations; scribed or written resource sheets; other appropriate evidence
Unit review date	N/A
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional
Equivalent ASDAN unit/s or exemptions	Tackling Number Problems Level 1 (Employability 2010) Working with Numbers Entry 3/Level 1 (Employability 2013) Functional Mathematics Entry 3 Functional Mathematics Level 1

Diploma in Life Skills Entry 3 Qualification Specification

Title:	Preparation for work
Unique Reference Number:	A/502/0461
Level:	E3
Credit Value (if any):	2
Learning outcomes The learner will:	Assessment criteria The learner can:
E3.1 Understand the skills and qualities needed for working life	1.1 Describe some personal skills and qualities which employees need
	1.2 Identify how their own personal skills and qualities compare with the skills and qualities employees need
	1.3 Identify areas for development
E3.2 Investigate personal career opportunities	2.1 Find out about potential job roles which interest them
	2.2 Identify a suitable potential job role
	2.3 Prepare key personal information needed to apply for the job role
Additional information about the unit	
Organisation reference code	PWE3
Unit aim/purpose	This units aims to encourage learners to explore the skills and qualities needed for working life, and to investigate personal career opportunities and prepare key personal information
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Spider diagram/poster/list; interview notes; personal profile; action plan; suitably presented research findings; annotated photographs/video evidence; completed CV/personal profile/job application form; PowerPoint presentation; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit.
Equivalent ASDAN unit/s or exemptions	Preparation for Work Level 1 (PSD) Applying for a job Entry 3/Level 1 (Employability 2013)

Diploma in Life Skills Entry 3 Qualification Specification

Title:	Applying for a job		
Unique Reference Number:	M/500/5892		
Level:	E3		
Credit Value (if any):	1		
Learning outcomes The learner will:		Assessment criteria The learner can:	
E3.1 Carry out activities to apply for a job		1.1 Identify a job that he/she would like to apply for	
		1.2 Identify skills and qualities that would make him/her suitable for that job	
		1.3 Organise information about himself/herself in different ways	
		1.4 present information about himself/herself at an interview	
Additional information about the unit			
Organisation reference code		AJBE3	
Unit aim/purpose		This units aims to encourage learners to identify a job they would like to apply for, and support them in working through the application process	
Requirements about the way the units must be assessed (if appropriate)		N/A	
Guidance on suitable types of supporting evidence		Suitably presented research findings; annotated photographs/video evidence; spider diagram/poster/list; scribed or written resource sheets; completed CV/personal profile/job application; PowerPoint presentation; witness statements; other relevant evidence	
Unit review date		30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)		Optional unit.	
Equivalent ASDAN unit/s or exemptions		Applying for a job Level 1 (Employability 2010) Applying for a job Entry 3/Level 1 (Employability 3013) – 1 credit only Preparation for Work Entry 3/Level 1 (PSD) – 1 credit only	

Diploma in Life Skills Entry 3 Qualification Specification

Title:	Dealing with Problems in Daily Life		
Unique Reference Number:	H/502/0454		
Level:	E3		
Credit Value:	2		
Learning outcomes The learner will:		Assessment criteria The learner can:	
E3.1 Understand how to recognise a straightforward problem	1.1 Identify a straightforward problem that they can tackle		
	1.2 Share ideas on how to tackle the problem, with an appropriate person		
E3.2 Tackle a problem	2.1 Identify a way to tackle the problem		
	2.2 Carry out activities to tackle the problem		
	2.3 Ask for appropriate advice		
E3.3 Be able to carry out a review of their progress towards solving the problem	3.1 Review their progress in tackling the problem		
	3.2 Identify what went well and what did not go so well		
Additional information about the unit			
Organisation reference code	DWPE3		
Unit aim/purpose	This unit aims to encourage learners to begin to develop and demonstrate a more systematic approach to tackling problems. It involves the learner identifying a problem and different ways to tackle it. They are then given help to sort out the problem, work through their plan and look back to decide how well they went about the problem-solving process		
Requirements about the way the units must be assessed (if appropriate)	N/A		
Guidance on suitable types of supporting evidence	Scribed or written Dealing with Problems in Daily Life Entry 3 Action Plan/Review sheets; record of discussion; witness statement; annotated photographs/video; activity log; candidate product evidence; other relevant evidence		
Unit review date	30/06/18		
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit		
Equivalent ASDAN unit/s or exemptions	Dealing with Problems in Daily Life Level 1 (AoPE, CVQ 2010) Tackling Problems Entry 3/Level 1 (Employability 2010) – 1 credit only Tackling Problems at Work Entry 3 (Employability 2013) Problem Solving Level 1 (Wider Key Skills) Introduction to Problem Solving Level 1 (CoPE)		

Diploma in Life Skills Entry 3 Qualification Specification

Title:	Tackling Problems		
Unique Reference Number:	J/500/5896		
Level:	E3		
Credit Value:	1		
Learning outcomes The learner will:		Assessment criteria The learner can:	
E3.1 Follow a given procedure in response to a problem		1.1 Describe problems he/she might meet at work	
		1.2 Explain the importance of taking prompt action	
		1.3 Identify signs of a problem	
		1.4 Take appropriate and prompt action when he/she meets a problem	
		1.5 Tackle a problem following a given procedure	
Additional information about the unit			
Organisation reference code		TPE3	
Unit aim/purpose		This unit aims to encourage learners to develop and demonstrate their skills in being able to tackle more complex problems in a systematic way	
Requirements about the way the units must be assessed (if appropriate)		N/A	
Guidance on suitable types of supporting evidence		Record of discussion; scribed or written resource sheets; witness statements; activity log showing the steps followed in tackling the problem; annotated photographs/video evidence; candidate product evidence; other relevant evidence	
Unit review date		N/A	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)		Optional unit	
Equivalent ASDAN unit/s or exemptions		Tackling Problems Level 1 (Employability 2010) – 1 credit only Tackling Problems at Work Entry 3 (Employability 2013) Dealing with Problems in Daily Life Entry 3 (PSD) Dealing with Problems in Daily Life Level 1 (AoPE) Problem Solving L1 (Wider Key Skills) Introduction to Problem Solving L1 (CoPE)	

Diploma in Life Skills Entry 3 Qualification Specification

Title:	Working as part of a group
Unique Reference Number:	K/502/0455
Level:	E3
Credit Value (if any):	2
Learning outcomes The learner will:	Assessment criteria The learner can:
E3.1 Know how to work with others in appropriate ways	1.1 Contribute to setting ground rules for working with others
	1.2 Make suggestions about the role they should play in the group
E3.2 Be able to play an active role in working as part of a group	2.1 Carry out agreed activities when working with others on a group task
	2.2 Make suggestions and receive feedback appropriately
	2.3 Ask for or offer help when required
E3.3 Review their role in the group	3.1 Review their work with others
	3.2 Identify how they contributed to the group
	3.3 Identify what went well and areas they could improve in working with others
Additional information about the unit	
Organisation reference code	WPGE3
Unit aim/purpose	This unit aims to encourage learners to develop and demonstrate skills in working co-operatively with others. The learner will do this by helping to set some of the ground rules for working with others, and by understanding the nature of the group task and their role within the group. The learners must be involved in carrying out their role, accept and offer support to others, then review outcomes and suggest ways of improving their work with others.
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Scribed or written Working as Part of a Group Entry 3 Action Plan/Review sheets; group discussion concerning ground rules; witness statement; annotated photographs/video evidence; candidate's own product evidence; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit.
Equivalent ASDAN unit/s or exemptions	Introduction to Working with Others Entry 3 (Employability 2010) Introduction to Working with Others Level 1 (Employability 2010/CVQ 2010/AoPE) Working with Others Entry 3 (Employability 2013) Working with Others Level 1 (Wider Key Skills) Introduction to Working with Others Level 1 (CoPE) Teamwork Skills for Volunteers Level 1 (CVQ 2010) Team Working Level 1 (CVQ 2013/Employability 2013)

Diploma in Life Skills Entry 3 Qualification Specification

Title:	Introduction to working with others	
Unique Reference Number:	K/500/5891	
Level:	E3	
Credit Value (if any):	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
E3.1 Plan his/her work with others	1.1 Describe the ground rules for working with others	
	1.2 Say what the group is working towards	
	1.3 Identify what needs to be done, and how	
	1.4 Say what he/she is going to do	
	1.5 Identify who to ask for help when he/she needs it	
E3.2 Carry out work with others	2.1 Carry out activities to meet his/her responsibilities	
	2.2 Tell an appropriate person of any difficulties in meeting his/her responsibilities	
	2.3 Review work with others	
Additional information about the unit		
Organisation reference code	IWWOE3	
Unit aim/purpose	This unit aims to encourage learners to develop and demonstrate skills in working co-operatively with others, providing a framework for learners to show that they can plan and meet their own responsibilities when working with others towards a shared task	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Record of group discussion; witness statement; scribed or written resource sheets; annotated photographs/video evidence; product evidence; record of review discussion; other relevant evidence	
Unit review date	N/A	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit.	
Equivalent ASDAN unit/s or exemptions	Introduction to Working with Others Level 1 (Employability 2010/CVQ 2010/AoPE) Working with Others Entry 3 (Employability 2013) Working as Part of a Group Entry 3 (PSD) Working with Others Level 1 (Wider Key Skills) Introduction to Working with Others Level 1 (CoPE) Teamwork Skills for Volunteers Level 1 (CVQ 2010) Team Working Level 1 (CVQ 2013/Employability 2013) Working with Others L1 (Wider Key Skills) Introduction to Working with Others L1 (CoPE)	

Diploma in Life Skills Entry 3 Qualification Specification

Title:	Working towards Goals		
Unique Reference Number:	D/502/0453		
Level:	E3		
Credit Value (if any):	2		
Learning outcomes The learner will:		Assessment criteria The learner can:	
E3.1 Be able to identify goals	1.1 State their strengths and what they need to improve		
	1.2 Identify an appropriate short-term goal to work towards		
	1.3 Agree the goal with an appropriate person		
E3.2 Be able to plan how to meet their agreed goal	2.1 Identify what needs to be done to work towards the goal		
	2.2 Identify sources of support to help achieve their goal		
	2.3 Say what the deadlines are for achieving the goal		
E3.3 Follow a plan to achieve an agreed goal	3.1 Carry out activities to achieve the goal		
	3.2 Review their progress towards achieving the goal		
	3.3 Identify whether the goal has been achieved		
Additional information about the unit			
Organisation reference code	WTGE3		
Unit aim/purpose	This unit aims to encourage learners to develop their independent learning skills. They will do this by agreeing and working through action steps that will help them to achieve their personal or learning goals. This will help learners to move from being passive learners to being more proactive, independent learners. It can also help to motivate learners and improve their confidence by providing a focus for recognising achievements		
Requirements about the way the units must be assessed (if appropriate)	N/A		
Guidance on suitable types of supporting evidence	Scribed or written Working Towards Goals Entry 3 Action Plan/Review sheets; illustrated poster or pro forma; achievement display; annotated photographs/video evidence; witness statement/observation records; record of discussion; candidate's own product evidence; other relevant evidence		
Unit review date	30/06/18		
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit.		
Equivalent ASDAN unit/s or exemptions	Planning and Reviewing Learning Entry 3/Level 1 (Employability 2010/2013) Planning and Reviewing Learning Level 1 (CVQ 2010/AoPE) Improving own Learning and performance L1 (Wider Key Skills) Intro. to Improving own learning and performance L1 (CoPE)		

Diploma in Life Skills Entry 3 Qualification Specification

Title:	Planning and Reviewing Learning
Unique Reference Number:	H/500/5890
Level:	E3
Credit Value (if any):	2
Learning outcomes The learner will:	Assessment criteria The learner can:
E3.1 Understand the skills and qualities needed for success in work and life	1.1 Identify the skills and qualities needed to achieve his/her goals
E3.2 Identify his/her strengths and what he/she needs to improve	2.1 Describe his/her strengths and what he/she needs to improve
	2.2 Agree what he/she is going to work on first
E3.3 Identify his/her targets and plan how to meet them, with the person setting them	3.1 Identify what his/her targets are
	3.2 State what he/she is going to do to meet the targets, and when
	3.3 Identify deadlines for activities
	3.4 Identify support to help meet targets
E3.4 Follow his/her plan to help meet targets	4.1 Carry out activities to meet his/her targets
	4.2 Review his/her progress with supervisor
	4.3 Identify targets that have been met
Additional information about the unit	
Organisation reference code	PRLE3
Unit aim/purpose	This unit aims to encourage learners to develop their independent learning skills, focussing on planning, doing and reviewing. This will help learners to move from being passive learners to becoming more proactive, independent learners. It can also help to motivate learners and improve their confidence by providing a focus for recognising achievements.
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Illustrated posters or pro forma showing the learner's skills, qualities, interests and strengths; achievement display; annotated photographs/video evidence; witness statements/observation records; scribed or written resource sheets; product evidence; other relevant evidence
Unit review date	N/A
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit.
Equivalent ASDAN unit/s or exemptions	Planning and Reviewing Learning Entry 3 (Employability 2013) Planning and Reviewing Learning Level 1 (Employability 2010/2013; CVQ 2010; AoPE) Working towards Goals Entry 3 (PSD) IOLP Level 1 (Wider Key Skills) Introduction to improving own learning and performance Level 1 (CoPE)

Diploma in Life Skills Entry 3 Qualification Specification

Sample Assessment Checklist:

Community action (CAE3)				Credits: 2
Learning outcome	You will:		You can:	Location of evidence (page no.)
CAE3.1	Demonstrate your knowledge of local community groups	E3.1.1	Identify community groups in your local area and what they do	
CAE3.2	Demonstrate your participation in community activities	E3.2.1	Participate in activities within a local community group	
		E3.2.2	Identify how these activities benefits others	
		E3.2.3	Identify a benefit for yourself from participating in the activities	
<p>Assessor Declaration: <i>"I confirm that the details above are correct, that the evidence submitted is the candidate's own work and the candidate meets all of the requirements for certification of this unit."</i></p> <p>Candidate Declaration: <i>"I confirm that the evidence in this portfolio is all my own work."</i></p>				
Candidate name:		Candidate signature:		Date:
Assessor name:		Assessor signature:		Date:
Internal moderator name:		Internal moderator signature:		Date: