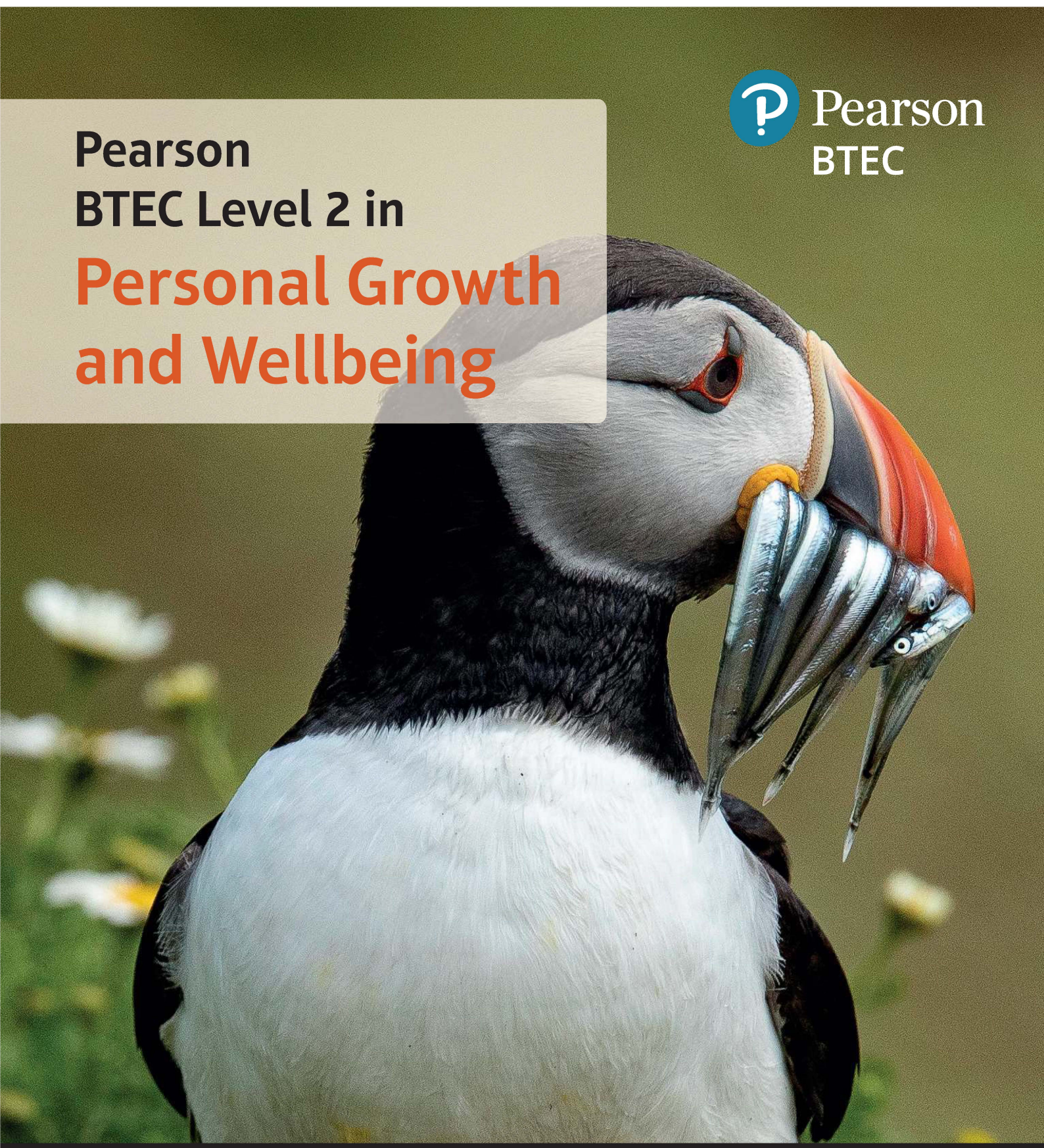
Pearson
BTEC Level 2 in

Personal Growth and Wellbeing



Specification for Wales

First teaching from September 2020

Pearson BTEC Level 2 Subsidiary Award in Personal Growth and Wellbeing
Pearson BTEC Level 2 Certificate in Personal Growth and Wellbeing
Pearson BTEC Level 2 Extended Certificate in Personal Growth and Wellbeing

First teaching from November 2022

Pearson BTEC Level 2 Award in Personal Growth and Wellbeing (for Wales)

Pearson BTEC Level 2 in Personal Growth and Wellbeing

Specification for Wales

First teaching September 2020

Subsidiary Award
Certificate
Extended Certificate

First teaching November 2022

Award (for Wales)

Issue 2

About Pearson

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Summary of Pearson BTEC Level 2 in Personal Growth and Wellbeing Issue 2 changes

Summary of changes made between previous issue and this currentissue	Page number
Corrected the 'Welcome' section to appear after the Table of Contents	1
Added detail to avoid confusion for Welsh Centres	3
Added detail to avoid confusion for Welsh Centres	7-8

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They are designed to help learners progress with their learning – building their knowledge, understanding and skills so that they are then able to study at a higher level, progress to employment and be successful in their working lives.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. These Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications reflect our commitment to improving the learning experience for learners studying below Level 2, enabling them to be successful and to progress towards sector-specific qualifications at Levels 2 and 3.

When creating these qualifications, we worked with centres to ensure that learners' needs were met. Centres told us that their learners must focus on key progression skills in areas such as organisation, communication and teamwork.

We have addressed this through:

- offering a range of sizes, each with a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned to what centres need in supporting their learners to become part of a skilled workforce.

These qualifications are skills based and provide opportunities to develop English and Maths.

A word to learners

Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications will demand a lot of practical work from you. You will complete a range of units, be organised and take assessments that will demonstrate your skills. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Level 2 in Personal Growth and Wellbeing qualification will help you to progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

Overview of the Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications. It includes all the units for these qualifications and also signposts additional handbooks and policies you need to use to plan your programmes.

These qualifications have been designed for all learners who wish to achieve a Pearson BTEC Level 2 in Personal Growth and Wellbeing qualification in preparation for future study. The qualifications have been designed to meet explicitly the needs of this group of learners in terms of content, assessment and progression. The purpose of Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications is to support learners' skill development in preparation for higher-level learning, therefore increasing opportunities for learners to progress.

The qualifications are not designed to lead directly to employment but will provide for the development of skills, which are valued by employers. Learners are likely to be studying a vocational qualification plus English and Mathematics alongside this Personal Growth and Wellbeing qualification. The qualifications are:

Pearson BTEC Level 2 Subsidiary Award in Personal Growth and Wellbeing (24 GLH) (Qualification Number 603/6002/1; QW Approval Designation Number C00/4129/9)

Pearson BTEC Level 2 Award in Personal Growth and Wellbeing (for Wales) (72 GLH) (QW Approval Designation Number C00/4705/7)

Pearson BTEC Level 2 Certificate in Personal Growth and Wellbeing (120 GLH) (Qualification Number 603/6004/5; QW Approval Designation Number C00/4130/1)

Pearson BTEC Level 2 Extended Certificate in Personal Growth and Wellbeing (192 GLH) (Qualification Number 603/6005/7; QW Approval Designation Number C00/4130/2).

The following table gives a summary of purpose for each size of qualification and shows the Total Qualification Time (TQT).

Title	Size and structure	Summary purpose
Subsidiary Award This qualification size is not suitable for performance points in Wales. For an award sized qualification with performance points please use QW C00/4705/7.	24 GLH (30 TQT) One optional unit	Designed for learners who may be ready to progress quickly to further study and need a short course to address particular skills and knowledge gaps in their personal growth.
Award (for Wales) This qualification size has been designed to meet the Welsh Government policy on school performance measurement (for 0.5 performance points). If you have any queries on how qualifications contribute towards performance measures, including GCSE/A level equivalency values, performance points or discount codes in Wales, please contact ims@gov.wales	72 GLH (90 TQT) Three optional units	Designed to give learners the opportunity to address skills and knowledge gaps in their personal growth.
Certificate *(the certificate size will cover all of the RSE requirements for England and Wales)*	120 GLH (150 TQT) Five optional units	Designed to be taken over one or two years, the Certificate is mapped to the statutory RSE requirements and is primarily aimed at pre-16 learners. Learners may study this qualification alongside GCSEs or vocational qualifications to form a holistic balance curriculum.
Extended Certificate	192 GLH (240 TQT) 8 optional units	Designed to be taken over one or two years the Extended Certificate is aimed at learners with significant skills and knowledge gaps in their personal growth and need to study a broad range of topics to aid further understanding and support next stage progression.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we anticipate a centre delivering the qualification is likely to need to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

Qualification features

Pearson has developed the content of the new Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications through consultation with staff in further education and other centres that deliver qualifications at this level. This has led us to design qualifications with a focus on skills development. Our intention is to encourage learners to:

- enjoy learning, gaining in confidence and promoting their learning in the future
- be inspired to take on higher study
- take ownership of their learning by becoming engaged and seeing progression
- make informed decisions about themes within their everyday life including career choices.

The focus of these qualifications is to provide a flexible approach to transferable skills – the attributes and behaviours needed for learners to progress to further study and to employment – so that learners can focus on the skills and contexts most relevant to their needs. The qualifications are delivered in an applied way, bringing together appropriate content with relevant evidence of performance but permitting use in varied contexts, examples of which are given in each unit.

These are the key transferable skills that we have defined for these qualifications and which are embedded in the units.

Communication • Writing, speaking and listening to others. • Using body language to help communication. • Using communication for different purposes.
Working with others • Setting common goals. • Showing respect for others in the team and valuing their contributions. • Listening to others in the team, being open minded. • Taking on roles and responsibilities.
Problem solving • Identifying issues by being able to examine information. • Dealing with change. • Decision making to find solutions. • Staying with a problem until it is resolved.
Managing and presenting information • Collecting and using information. • Checking accuracy of information. • Organising information. • Representing information in different ways.
Self-management and development • Setting goals and planning ahead. • Being flexible. • Being resilient and able to work under pressure. • Monitoring performance and devising strategies for improvement.

Structures

The qualifications consist of a choice of 12 optional units that cover a broad range of personal skills and knowledge. The qualification structures enable providers to plan and deliver a personalised learning programme that supports personal growth.

Links to vocational and academic study

The qualifications are intended to be studied alongside other qualifications and learning experiences in a broad range of educational and training settings. These qualifications are aimed at the individual and their skills, and their understanding of themselves and their place within society.

Qualification assessment

Assessment fits the purpose of the qualification. All units are internally assessed and give learners the opportunity to demonstrate skills developed through evidence gained in relevant learning contexts. Internal assessment is subject to external standards verification.

The qualifications are graded Pass/Fail.

Starting a programme

Approved centres need to sign up for the qualifications. If you are not an approved centre already, you will need to become one in order to register learners. Please see *Section 7 Quality assurance and centre approval*.

Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualification may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6 Administration arrangements*.

1 Qualification objectives and purpose

Pearson BTEC Level 2 in Personal Growth and Wellbeing

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. This is to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

What is the purpose of these Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications?

The Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications are designed around practical skills and tasks that place an emphasis on learners' personal responses to everyday life situations and scenarios. Learners are encouraged to reflect and demonstrate their understanding.

The qualifications give learners the opportunity to acquire and develop generic and transferable skills in order to complete tasks and demonstrate a level of achievement at Level 2, which enables them to progress to further learning or employment.

Units 1-4 have been developed in direct response to the statutory RSE requirements in England and Wales.

There are four sizes for centres to choose from depending on the needs of their learners, the mode of study and the intended progression destination.

Who are these BTEC Level 2 in Personal Growth and Wellbeing qualifications for?

The choice of the size of qualification will be determined by the progression goal of the individual learner and should reflect the intended outcomes of the learners programme of study. Each qualification has been designed in conjunction with centres and reflects the most appropriate size for learners destinations.

The Subsidiary Award in Personal Growth and Wellbeing is intended for learners at level 2 and is a single unit qualification that compliments a larger programme of study. It is intended for learners who have a specific Personal Growth and Wellbeing development area identified in their progression plan and they will select the unit which meets this skills or knowledge gap within their plan to help them progress to their desired outcome at the end of their study. This qualification sits alongside other knowledge and skills qualifications to form a coherent programme of study or transition programme and is targeted at learners who will need specific skills or knowledge to enable them to reach their progression goals. This qualification size is not suitable for performance points in Wales. For an award sized qualification with performance points please use QW C00/4705/7.

The Award in Personal Growth and Wellbeing (for Wales) is intended for learners at level 2 and is a three unit qualification that compliments a larger study programme. It is intended for learners who need to develop skills or knowledge in an area which has been identified within their progression plan. The three unit approach allows for this to be targeted at developing skills and behaviours across a wider curriculum to enhance employability and develop complimentary skills and knowledge components in a programme of study. This qualification would sit alongside other knowledge and skills qualifications to form a coherent programme of study or transition programme and is targeted at learners who will need additional skills and knowledge to enable them to reach their progression goals which will not be included in the other components of their programme of study. This qualification size has been designed to meet the Welsh Government policy on school performance measurement. (for 0.5 performance points) If you have any queries on how qualifications contribute towards performance measures, including GCSE/A level equivalency values, performance points or discount codes in Wales, please contact ims@gov.wales

The Certificate in Personal Growth and Wellbeing is intended for learners at level 2 and is a five unit qualification which allows learners the opportunity to follow the RSE curriculum fully through the first four units. It also allows the flexibility for learners to develop their employability skills across a variety of unit content knowledge and skills and apply these in a range of relevant contexts. This qualification would sit alongside other knowledge and skills qualifications to form a coherent programme of study or transition programme and is targeted at learners who will need substantial additional skills and knowledge to enable them to reach their progression goals which will not be included in the other components of their programme of study.

The Extended Certificate in Personal Growth and Wellbeing is intended for learners at level 2 and is a eight unit qualification which covers the RSE curriculum but also allows learners to further develop personal skills and behaviours to enhance their employability and develop their emotional health and wellbeing. This qualification would sit alongside other knowledge and skills qualifications to form a coherent programme of study or transition programme and is targeted at learners who will need substantial additional skills and knowledge to enable them to reach their progression goals. It will support future employability and provide the knowledge and skills relevant for the workplace and 21st century challenges.

What do these BTEC Level 2 in Personal Growth and Wellbeing qualifications cover?

The content of these qualifications has been developed in consultation with providers to ensure that they support progression to further learning and training.

The units offer a broad introduction to personal growth and wellbeing that should be contextualised and focused on specific, personally relevant contexts that match individual learner needs, interests, aspirations and future progression plans.

What could these BTEC Level 2 in Personal Growth and Wellbeing qualifications lead to?

These BTEC qualifications prepare learners for further learning at a higher level and potential access to work. The development of personal skills and the generic approach of the qualifications mean that learners may choose a study programme that focuses on particular areas of interest.

How do these BTEC Level 2 in Personal Growth and Wellbeing qualifications enable learners to progress?

The mode of delivery and assessment in the units is designed to build confidence in learning, working with others and demonstrating personal-related responses within a broad range of activities. Learners will be given contexts and scenarios to help them develop skills and acquire knowledge through application. Learners will develop pre-employability skills to allow them to progress to further learning and training, and, ultimately, to become successful in their future career choices.

How do the Award and Certificate sizes differ in purpose?

The Subsidiary Award and Award are suitable for learners studying part time or for those who wish to study a small qualification alongside other qualifications and activities as part of their study programme.

The Certificate and Extended Certificate will form a substantial element of a learner's study programme over a year or longer duration.

2 Structure

Pearson BTEC Level 2 Subsidiary Award in Personal Growth and Wellbeing (24 GLH)

Learners must complete and achieve one of the following optional units.

Pearson BTEC Level 2 Subsidiary Award in Personal Growth and Wellbeing			
Unit reference	**Unit title**	**GLH**	**Type**
	Optional unit		
1	Maintaining Physical Health and Wellbeing*	**24**	Optional
2	Appreciating Emotional Wellbeing*	**24**	Optional
3	Developing Social Health and Wellbeing*	**24**	Optional
4	Maintaining Sexual Health and Wellbeing*	**24**	Optional
5	Investigating Personal Identity	**24**	Optional
6	Respecting Rights and Responsibilities	**24**	Optional
7	Developing Resilient Behaviour	**24**	Optional
8	Promoting Environmental Awareness	**24**	Optional
9	Being Financially Aware	**24**	Optional
10	Learning from External Experiences	**24**	Optional
11	Leading an Outdoor Learning Activity	**24**	Optional
12	Producing a Long-term Personal Progression Plan	**24**	Optional

Units 1-4 marked with * have been written to cover the full range of the RSE (Relationships and Sex Education) guidance for England and Wales September 2020. A detailed mapping document of the coverage can be found in Appendix 2 of this specification.

Pearson BTEC Level 2 Award in Personal Growth and Wellbeing (for Wales) (72 GLH)

Learners must complete and achieve three of the following optional units.

Pearson BTEC Level 2 Award in Personal Growth and Wellbeing (for Wales)			
Unit reference	**Unit title**	**GLH**	**Type**
	Optional units		
1	Maintaining Physical Health and Wellbeing*	**24**	Optional
2	Appreciating Emotional Wellbeing*	**24**	Optional
3	Developing Social Health and Wellbeing*	**24**	Optional
4	Maintaining Sexual Health and Wellbeing*	**24**	Optional
5	Investigating Personal Identity	**24**	Optional
6	Respecting Rights and Responsibilities	**24**	Optional
7	Developing Resilient Behaviour	**24**	Optional
8	Promoting Environmental Awareness	**24**	Optional
9	Being Financially Aware	**24**	Optional
10	Learning from External Experiences	**24**	Optional
11	Leading an Outdoor Learning Activity	**24**	Optional
12	Producing a Long-term Personal Progression Plan	**24**	Optional

Units 1-4 marked with * have been written to cover the full range of the RSE (Relationships and Sex Education) guidance for England and Wales September 2020. A detailed mapping document of the coverage can be found in Appendix 2 of this specification.

Pearson BTEC Level 2 Certificate in Personal Growth and Wellbeing (120 GLH)

Learners must complete and achieve five of the following optional units.

Pearson BTEC Level 2 Certificate in Personal Growth and Wellbeing			
Unit reference	**Unit title**	**GLH**	**Type**
	Optional units		
1	Maintaining Physical Health and Wellbeing*	**24**	Optional
2	Appreciating Emotional Wellbeing*	**24**	Optional
3	Developing Social Health and Wellbeing*	**24**	Optional
4	Maintaining Sexual Health and Wellbeing*	**24**	Optional
5	Investigating Personal Identity	**24**	Optional
6	Respecting Rights and Responsibilities	**24**	Optional
7	Developing Resilient Behaviour	**24**	Optional
8	Promoting Environmental Awareness	**24**	Optional
9	Being Financially Aware	**24**	Optional
10	Learning from External Experiences	**24**	Optional
11	Leading an Outdoor Learning Activity	**24**	Optional
12	Producing a Long-term Personal Progression Plan	**24**	Optional

Units 1-4 marked with * have been written to cover the full range of the RSE (Relationships and Sex Education) guidance for England and Wales September 2020. A detailed mapping document of the coverage can be found in Appendix 2 of this specification.

Pearson BTEC Level 2 Extended Certificate in Personal Growth and Wellbeing (192 GLH)

Learners must complete and achieve eight of the following optional units.

Pearson BTEC Level 2 Extended Certificate in Personal Growth and Wellbeing			
Unit reference	**Unit title**	**GLH**	**Type**
	Optional units		
1	Maintaining Physical Health and Wellbeing*	**24**	Optional
2	Appreciating Emotional Wellbeing*	**24**	Optional
3	Developing Social Health and Wellbeing*	**24**	Optional
4	Maintaining Sexual Health and Wellbeing*	**24**	Optional
5	Investigating Personal Identity	**24**	Optional
6	Respecting Rights and Responsibilities	**24**	Optional
7	Developing Resilient Behaviour	**24**	Optional
8	Promoting Environmental Awareness	**24**	Optional
9	Being Financially Aware	**24**	Optional
10	Learning from External Experiences	**24**	Optional
11	Leading an Outdoor Learning Activity	**24**	Optional
12	Producing a Long-term Personal Progression Plan	**24**	Optional

Units 1-4 marked with * have been written to cover the full range of the RSE (Relationships and Sex Education) guidance for England and Wales September 2020. A detailed mapping document of the coverage can be found in Appendix 2 of this specification.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Section	Explanation
Unit number	The numbering of the units is sequential from 1–12.
Unit title	This is the formal title used and it appears on certificates.
Level	All units are at Level 2 as outlined in the Ofqual level descriptors.
Unit type	This shows whether a unit is a mandatory or optional unit. See structure information in *Section 2* for full details.
GLH	Units may have a value of 24 Guided Learning Hours (GLH). This indicates the number of hours of teaching, directed activity and assessment expected.
Unit in brief	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
Unit summary	This section helps tutors to see at a glance the key teaching areas in the unit presented against the learning aims.
Teaching and learning contexts/ Delivery contexts	This section shows examples of how a may be taught in a variety of contexts and personal scenarios.
Unit content	This section sets out the required teaching content of the unit, which can be contextualised to a chosen sector area. Content is compulsory except when 'such as' is specified where teachers should select which aspects of the unit content is most relevant to the learners' assignment. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
Learning aims	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
Assessment	This section shows an indication of the evidence and how this may be demonstrated by learners, the depth and breadth of skills for a Pass and guidance for assessors that amplifies the assessment criteria.

Section	Explanation
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain a Pass grade. A glossary of the terms used in the assessment criteria is given in *Appendix 1*. All assessors need to understand our expectations of the terms used.
Guidance for assessors	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass standard.
Delivery activities	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities that can be used to help introduce, develop and embed relevant skills and to encourage learner progress.
Suggested assessment activity	This section suggests scenarios and tasks that can be used in summative assessment activities.

4 Planning your programme

How do I choose the right Pearson BTEC Level 2 qualification size in Personal Growth and Wellbeing for my learners?

Pearson BTEC Level 2 qualifications in Personal Growth and Wellbeing are available in a choice of four sizes, the Subsidiary Award, Award, Certificate and the Extended Certificate, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Certificate size and then progress to the larger Extended Certificate. They may then progress to higher level learning or employment. All sizes allow for learners to take complementary qualifications such as Mathematics and English alongside

Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access the programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their mathematics and English skills.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed.
Further information is given in *Section 7 Quality assurance and centre approval*.

What knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression. This guidance also applies to tutors taking on an internal verification role.

What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and workspaces are available to deliver the qualifications.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group and peer work, private study and e-learning.

Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

What support is available?

We will provide a generic delivery guide that will give suggestions for how to deliver these qualifications and the transferable skills across the suite. This will be available to download on our website.

You will be allocated a standards verifier to assist you with the delivery and assessment of this qualification. See *Section 5 Assessment* for further details.

5 Assessment

Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7 Quality assurance and centre approval*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For Pearson BTEC Personal Growth and Wellbeing qualifications it is important that you can meet the needs of learners by providing a programme that is practical and that will develop transferable and sector skills in appropriate contexts. Centres can tailor programmes to meet local needs and use links with local organisations.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative development and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3 Units*, and the requirements for delivering assessment. In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

Assessment through assignments

The format of assessment is an assignment taken after the content of the unit, or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners. It is separate from teaching, practice, exploration and other activities that learners.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

Assessment decisions for Pearson BTEC Personal Growth and Wellbeing qualifications are based on the specific criteria given in each unit. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector and transferable skills appropriate to the purpose of qualification.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. Therefore:

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8 Understanding the qualification grade* for further information on grading.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the Pearson BTEC Personal Growth and Wellbeing suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures record keeping, assessment and internal verification meet our requirements and liaise with our standards verifier. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.

Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting assignments

In setting your assignments, you need to use the guidance for assessors given in the *Assessment* section of each unit. This section gives you information on assessment decisions. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory.
The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a personal relatable scenario or context, this could be a simple situation or a full, detailed set of requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

Forms of evidence

Pearson BTEC Personal Growth and Wellbeing units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 1* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Quality assurance and centre approval*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass criteria all relate to individual learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

Learners who do not successfully pass an assignment have one attempt at resubmitting evidence for an assignment.

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan, the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

6 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our *Equality Policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson vocational qualifications and end point assessment*.

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents

(signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (https://www.jcq.org.uk/exams-office/appeals).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

7 Quality assurance and centre approval

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive ongoing support and development from their standards verifier, which may result in visits or more remote support, as required to complete standards verification. The exact frequency and duration of standards verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

Pearson Work-Based Learning Centre Guide to Quality Assurance – NVQs/SVQs and competence-based qualifications

Pearson Work-Based Learning Delivery Guidance and Quality Assurance Requirements – NVQs/SVQ.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any Pearson BTEC Personal Growth and Wellbeing programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

8 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of Pearson BTEC Level 2 in Personal Growth and Wellbeing qualifications.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Units

Unit 1: Maintaining Physical Health and Wellbeing

Level: **2**
Guided learning hours: **24**
Total Unit Time: **30**

Unit in brief

The aim of this unit is for learners to understand how to maintain a healthy lifestyle.

Unit introduction

Maintaining a healthy lifestyle can have significant benefits for your wellbeing. It can make you feel good, improve your social relationships and promote emotional wellbeing. Research shows that having a healthy lifestyle can also protect you from long-term illness such as diabetes, cancer or cardiovascular disease. However, people may not lead a healthy life due to a lack of understanding of its importance.

In this unit, you will find out what is meant by the term 'healthy lifestyle', the benefits of following a 'healthy lifestyle' and the risks of not following a 'healthy lifestyle'. You will review your own lifestyle and consider how healthy it is in relation to national health guidance. You will then produce a plan to make improvements, setting goals and making changes.

Unit summary

Learning aims	Summary of suggested assessment evidence
A Investigate the factors that impact a healthy lifestyle	• Detailed information on how healthy lifestyles benefits self and others, including identifying potential issues. • A lifestyle plan including goals and actions to improve personal health and wellbeing.
B Produce a plan to improve personal healthy lifestyle	

Key teaching areas include:	
Knowledge	**Skills**
• How changes to the body affect physical health • The importance of a healthy lifestyle and the value of maintaining good physical health • Research activities that promote a healthy lifestyle including healthy eating • Recognise the factors affecting physical health, e.g. drugs, alcohol, smoking and poor diet • Ways to manage personal health • Know how to administer basic first aid • Ways to manage personal health	• Research • Planning • Communication

Unit content

Approach (how the learner should approach this unit)

- Understand the factors that make a healthy lifestyle.
- Know how to improve their own personal health and lifestyle.
- Work independently to review own physical health and wellbeing.

Knowledge

Maintaining a healthy lifestyle

- Features and benefits of healthy lifestyles including diet, weight, exercise, sufficient sleep, personal hygiene, dental health.
- Relationship between physical activity and mental wellbeing including how it can help reduce and manage stress.
- Changes in the human body and how they affect physical and mental health.
- National recommendations for health and physical activity for different age groups.

Managing risks to a healthy lifestyle

- Negative factors and risks that lifestyle can have on health, e.g. long-term illness such as cancer, diabetes, cardiovascular ill health, tooth decay.
- Spread, treatment and prevention of infection.
- Legal and illegal harmful substances and their impact on physical health including smoking, alcohol and drugs.
- Self-management, e.g. self-examination and screening programmes available.
- Purpose and benefits of immunisation and vaccination programmes.

Assist others with their health issues

- Awareness of CPR and other life-saving skills including the use of defibrillators and adrenaline auto-injectors – *(Learners are not expected to become trained first aiders).*
- Dealing with common injuries such as cuts, burns and bruises whilst protecting own safety to avoid infection.
- Awareness of blood, organ and stem cell donation and the science underpinning it.

Skills

- Research, e.g. gathering and managing information about the benefits of healthy lifestyles.
- Planning routines.
- Communication skills, e.g. recording and presenting information.

Assessment Criteria

Learning aim A: Investigate the factors that impact a healthy lifestyle Evidence must include: Detailed information on factors affecting lifestyle presented in an appropriate format such as a presentation, leaflet or report.
A.P1 Research the factors that impact a healthy lifestyle.
A.P2 Discuss ways you can assist others to maintain a healthy lifestyle.
Guidance for assessors
For P1 Learners will conduct research into different benefits of maintaining a healthy lifestyle. Learners will identify healthy lifestyle features and benefits of each one. The research will be evident in the final information presented and be accurate.
For P2 Learners will produce information on how they can assist others with specific health issues. They should identify two health issues and give some information on how they can provide assistance for each one, this should be researched but will not require learners to give full first aid information, just an overview.
Learning aim B: Produce a plan to improve personal healthy lifestyle Evidence must include: A personal response to how their lifestyles could be improved in an appropriate format,,a plan that includes goals and timelines.
B.P3 Assess personal lifestyle.
B.P4 Develop personal goals and actions to improve your healthy lifestyle
Guidance for assessors
For P3 Learners will provide information about their own personal lifestyle against the national recommendations for their age group before starting to plan how they are going to improve.
For P4 Learners will set personal goals, compile and present their plan and review their progress.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Small-group discussion to explore the meaning of the terms 'healthy lifestyle' and physical wellbeing. The group could then present their findings to the larger group.

Tutor-led workshop on how our body changes over time and how it can affect our physical health.

A guest speaker with a medical background could be invited to talk about the importance of maintaining a healthy lifestyle and its benefits. Learners could research why a healthy lifestyle can have a positive impact on mental wellbeing and how it may relate to social wellbeing.

Suggested time: about 2 hours.

Activity: How choices influences healthy lifestyle

Learners could work in small groups to discuss case studies provided by the tutor. The focus of each case study could be to identify the effects the person's lifestyle is having on their health. Topics may focus on different areas of healthy living, e.g. diet, exercise, personal hygiene, dental hygiene.

Learners could respond to a given list of food choices, physical activities or routines and say whether they engage with them or not and consider any associated consequences, e.g. engaging in exercise or eating recommended fresh fruit and vegetables.

Suggested time: about 2 hours.

Activity: Assessing personal lifestyle

Learners could be given a copy of the National Institute for Health and Care Excellence (NICE) recommendations for fitness levels at different stages in life. They could also access the NHS Live Well website to find out other areas of healthy living such as average weight for different age groups, suitable diets for different ages, how much sleep is recommended for different ages.

Using the recommendations, and working in small groups, learners could create a personal healthy lifestyle plan. Learners could then share their work with the other groups in the class and modifications can be made. Individual learners could then log their own personal healthy lifestyle plan.

Learners may work in pairs to consider consequences of diets that involve high sugar, salt and saturated fats – this could involve comparing food packages to see the % content within fast food or convenience meals and comparing with fresh alternatives.

Learners could produce a record of the activities that they carry out within the course of a day highlighting the hours spent sleeping, exercising, eating, studying, relaxing, socialising. This could then be shared and discussed in a wider forum.

Suggested time: about 5 hours.

Activity: Infection control

Tutors could provide a workshop on how infections occur, how they are spread, treated and prevented. Simple science experiments may be used to demonstrate how infections can spread if suitable precautions are not taken.

A dental hygienist may be invited to discuss dental care and how to prevent oral infections. They could also discuss how poor dental hygiene can contribute to heart disease and other illnesses.

Suggested time: about 4 hours.

Activity: Drug use and abuse

Learners could discuss the impact that legal and illegal drugs may have on their health. This could include smoking, drug use and alcohol. Learners could collect information from different sources on the impact of drug use on different aspects of their health.

Small groups or pairs carry out research into given topics and present findings to the whole group.

Small groups discuss aspects of health promotion campaigns, considering the language, slogans and imagery used to convey their message.

A speaker from a local support group may be invited to discuss how to prevent drug abuse and where to go to for support and advice.

Suggested time: about 3 hours.

Activity: Basic first aid

Learners are not expected to become qualified first aiders when studying this unit.

Tutor/specialist demonstrates how to deal with common injuries for others, e.g. cuts, burns, bruises, and how defibrillators and CPR that can help save lives are used.

Scenarios or simulated responses to minor injuries such as burns, scolds and sprains with discussions on what to do and how to avoid infection.

A tutor-led session can explain when different first aid procedures may be used and why.

Suggested time: about 5 hours.

Preparing for assessment

Individual reflection on their own physical health and lifestyle.

Tutor-led recap – reminder activity of what is expected and deadlines.

Discussion on how to present assessment evidence with an emphasis on learner choice.

Questions answered.

Suggested time: about 1 hour.

Activity: Post assessment

Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development. Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

Reviewing healthy lifestyle plans: revising original plans by using feedback from appropriate sources, e.g. tutor, employer, others in similar careers, mentors, family and peers.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

Your task is to carry out research into healthy lifestyles. You will then select and present your findings in a format of your choice.

You will reflect on your own lifestyle choices and consider how they may be improved and maintained using recommendations from other sources such as health campaigns and recommended guidelines.

You will then compile a personal lifestyle plan highlighting areas that need to be maintained or changed with reasons for doing so.

Unit 2: Appreciating Emotional Wellbeing

Level: **2**
Guided learning hours: **24**
Total Unit Time: **30**

Unit in brief

The aim of this unit is for learners to understand the importance of healthy emotional wellbeing and how it impacts on them and others.

Unit introduction

Our emotional wellbeing is a very important part of all our daily lives. It is about recognising our emotional responses and how these impact on social situations. You might feel anxious preparing for a test or exam and become irritable with everyone around you. You need to understand how to deal with this in order to ensure your own healthy emotional wellbeing and not impact negatively on others. Being able to address your feelings and emotions will help you manage your emotional wellbeing throughout your life.

In this unit, you will appreciate why it is important to understand emotional wellbeing to keep you healthy and to support others. You will have the opportunity in this unit to reflect on how you and others may respond to situations in order to maintain healthy emotional wellbeing.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Examine the impact of emotional wellbeing on self and others	• Presentation of information. • Records of contributions to discussions about the information in the presentation.
B Evaluate ways to maintain healthy emotional wellbeing	

Key teaching areas include:	
Knowledge	**Skills**
• Features of emotional wellbeing and its benefits • Factors of healthy emotional wellbeing • Strategies to maintain healthy emotional wellbeing • Impact of change on healthy emotional wellbeing • Recognition of early warning signs of unhealthy emotional wellbeing • Potential consequences of unhealthy emotional wellbeing • Dealing with emotions	• Research • Communication • Managing confidential information

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Unit content

Approach (how the learner should approach this unit)

- Understand their own emotional and mental health wellbeing.
- Know how to make informed decisions in order to protect their own mental health.
- Work independently to evaluate how their actions and behaviours can affect others' mental health.

Knowledge

Emotional wellbeing

- Features of positive emotional/mental wellbeing including recognition that anyone can experience mental ill health at some stage in their lives.
- Benefits of healthy emotional wellbeing, e.g. contributes to a happy and successful life particularly when with others, develop secure relationships, increased confidence, positive self-esteem, live and work productively, cope with daily stresses, adapt and manage in times of change and uncertainty.
- How their own actions and behaviours can affect other people's emotional wellbeing both positively and negatively.
- Ways to protect own mental health, e.g. being with others, effective communication skills, physical exercise, take up new hobbies or sports, learn new skills, volunteering, value the present moment, share feelings or concerns with trusted listeners, share positive experiences with others.
- Recognise similarities and differences between the physical world and online world and how it impacts on emotional wellbeing, e.g. compulsive behaviours, developing different self-images online.

Recognising and responding to emotional changes

- Impact of change on healthy emotional wellbeing, e.g. moving house, exams, arguments, loss of a loved one.
- Emotional expression and response to feelings, e.g. vocabulary and behaviours used when communicating feelings.
- Recognising early signs of declining emotional wellbeing, e.g. emotional, withdrawn, hostile, anxious, weight loss or gain, aching bones, stomach-ache, disorganised.
- Potential consequences of unhealthy emotional wellbeing, e.g. depression, anxiety and panic attacks, eating disorders, hoarding, drug abuse, self-harm.
- Recognising inappropriate behaviours online including bullying, harassment, abuse and ways to report it.
- Innate mental health issues, e.g. genetic makeup or individual circumstances, e.g. schizophrenia, depression.
- Sources of help and advice for mental health issues including online.

Skills

- Research information on emotional wellbeing.
- Communicate feelings.
- Manage confidential information.

Assessment Criteria

Learning aim A: Examine the impact of emotional wellbeing on self and others Evidence must include: A guide on the factors affecting emotional wellbeing inlcuding the impact on yourself and others.
A.P1 Discuss the impacts of emotional wellbeing on self and others
Guidance for assessors
For P1 Learners will discuss the impacts of emotional wellbeing. They will include at least two impacts on self and others and will also cover at least two strategies to ensure their own emotional wellbeing and two strategies to ensure others' emotional wellbeing.
Learning aim B: Evaluate ways to maintain healthy emotional wellbeing Evidence must include: a personal log, leaflet or audio/visual record on responses to change to ensure healthy emotional wellbeing.
B.P2 Review responses to change to ensure healthy emotional wellbeing.
Guidance for assessors
For P2 Learners will use two examples of emotional change that they have experienced, e.g. preparing for exams/tests, having an argument with a peer or parent. They will give details on how these could have impacted on their own emotional wellbeing. They will include at least two warning signs of declining emotional wellbeing and one potential consequence. They will reflect on how they could deal with the change to ensure healthy emotional wellbeing, e.g. use problem-solving strategies.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

As this is a sensitive topic, it would be important to spend time discussing and recording appropriate ground rules for the group. Learners could suggest appropriate rules, e.g. the need to respect each other's opinions, to give time for people to share their feelings, to maintain confidentiality, not to feel pressurised into sharing personal feelings.

Working in small groups, learners could discuss what the term 'emotional wellbeing' means and what may influence our mental health. Tutors may provide some suggestions to help learners begin the discussion.

A representative from a local mental health charity could be invited to talk about the benefits of maintaining emotional wellbeing.

Group activity – tutors could put large sheets of paper around the class with different headings at the top, e.g. moving home, marital or partner breakdown, bereavement. Learners can write directly onto the paper or put comments on a label to stick onto the paper about what effect the situation may have on a person's emotional health. Learners can be encouraged to suggest positive and negative effects. A discussion can then take place when everyone has made suggestions.

Suggested time: about 4 hours.

Activity: Recognising causes and symptoms of emotional ill health

Before carrying out research into different types of emotional health, learners can participate in a tutor-led session on genetic and environmental causes of mental ill health. Working in small groups or individually, learners could then research different types of mental ill health, e.g. depression, eating disorders, addictive behaviours. Having gathered information, they could then present the information to the rest of the group in such a way that it can be added to their unit records.

Learners could take part in a group discussion on how they feel their own behaviour or actions can affect other people's emotional wellbeing. Alternatively, they could take part in short role play based on tutor-devised scenarios.

Tutors could devise a worksheet that has three columns headed emotions, thoughts and behaviours. Learners could be given several examples that they then have to place under the relevant heading, e.g. feeling sad and down, withdrawal from friends and activities, changes in eating habits, hostile and violent. Learners could be encouraged to add their own examples on completing the task. Learners could discuss what 'normal' behaviour is and what signs may be perceived as concerning.

Some signs of emotional ill health may appear as physical problems, e.g. headaches, stomach ache, aching bones. Learners could discuss the importance of seeking professional help for themselves or their friends.

Learners could watch different video clips developed by organisations that highlight different situations that cause mental ill health and how to manage these situations positively.

Tutor-led expert panel – this could be a simulated activity where learners take on professional roles such as doctor, psychiatrist, teacher. The panel could present their opinions on a case putting forward their expert advice and recommendations.

A group discussion on how medication and therapy may impact on emotional wellbeing.

Suggested time: about 7 hours.

Activity: Exploring responses in different situations

Working in small groups, learners could discuss the reactions of people to different situations, e.g. their football team losing an important game, response to local or national emergencies. Topics could be provided by tutors or learners could identify articles from the internet or newspapers, as a point of discussion.

Learners could go on to discuss how they would feel and/or respond in similar situations.

Learners could be encouraged to continue discussions using the same topics but in different context. For example, a person has chosen to run a marathon but they have not done much training and achieve a very slow time. How would the person feel? The same person did very little training and achieved a very slow time. This time, however, they had promised to raise money for a charity and several people had given money. How would the person feel?

Suggested time: about 4 hours.

Activity: Exploring ways learning and work environments support emotional wellbeing

An occupational health adviser may be invited to explain how the work environment can support employees' mental health. Learners can prepare questions prior to the presentation so that they can record relevant information. Topics could include the policies in place to protect the worker, counselling support etc.

Learners could download policies of large organisations that include mental health. They could record their findings and compare the support offered between different organisations.

A speaker from the learner support team could be invited to give a similar presentation to learners about the support they can receive in the school or college.

Suggested time: about 6 hours.

Activity: Preparing for assessment

Tutor-led review and recap of the unit aims and assessment criteria.

Working individually or in small groups, learners can discuss what they are going to review after they complete their activities. This may include how well they followed instructions, why did they enjoy or not enjoy the activity, what did they learn by taking part.

Tutor-led discussion on how to present evidence in negotiation with learners.

Suggested time: about 1 hour.

Activity: Post assessment

Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development. Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

Reviewing own emotional wellbeing and considering potential future situations that may present risks to their mental state.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

Your task is to produce advice to others on how to maintain emotional wellbeing when responding to an emotional change. You will provide guidance on how to recognise signs and symptoms of emotional ill health and at least two strategies that could be used to provide sources of support to address the issues in the scenario.

You will need to decide how to present your information using an appropriate format for your intended audience.

Unit 3: Developing Social Health and Wellbeing

Level: **2**
Guided learning hours: **24**
Total Unit Time: **30**

Unit in brief

The aim of this unit is for learners to understand the important role that different social groups have on their lives and how to engage with them.

Unit introduction

As we go through life, we form different types of social relationships with people. We may have long-term friendships, perhaps with those we met at nursery or primary school. We will have a different type of social relationship with our parents and extended family members. When we start college or work, we form relationships with colleagues, tutors and supervisors. Some social relationships may result in long-term commitments or perhaps marriage. Online social media gives us the opportunity to connect with others in a much wider network.

Having positive relationships with others can be beneficial to our emotional and social wellbeing. However, there can be risks. In this unit, you will consider how to identify harmful behaviours and where you can go to get help and advice.

In this unit, you will gain an understanding of how your friendships and wider social relationships are shaped. You will be able to identify the personal social skills and behaviours that you need to be able to form successful relationships.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Examine factors that help develop effective social relationships	• An appropriate format to cover how to promote effective social relationships whilst protecting own and others, wellbeing.
B Reflect on personal social skills and behaviours	

Key teaching areas include:	
Knowledge	**Skills**
• Types of social relationships • Personal social skills and behaviours • Long-term partnerships • Roles and responsibilities of parenting • Online social relationships • Behaviours that harm relationships • Sources of help and advice	• Communication • Personal social • Reflection • Teamwork

Unit content

Approach (how the learner should approach this unit)

- Understand the value of effective social relationships.
- Understand relationship diversity and respect individual choices regarding intimate relationships, e.g. (heterosexual, lesbian, gay, bisexual, transgender (LGBTQIA+)).
- Know how to keep self and others safe in different types of relationship.
- Work independently to demonstrate appropriate social skills and behaviours in different types of relationship.

Knowledge

Developing respectful and long-term relationships

- Types of committed stable relationships:
  - Chosen, e.g. friends, partners
  - non-chosen, e.g. own children, family, teachers, colleagues.
- Benefits of face-to-face and online relationships, e.g. positive mental health including being happy, share confidential information, support each other in challenging times including ending relationships, support when bringing up children.
- Skills required to initiate and maintain relationships, e.g. respect, resilience, flexible.
- Behavioural expectations at school, in the workplace and wider community, e.g. respect for each other and those in positions of authority, respect others, opinion and values, follow rules and boundaries.
- Characteristics of and differences between marriages, unregistered religious relationships and long-term partnerships including legal status.
- Importance of free choice when entering into relationships.
- Roles and responsibilities of parenting including knowing who can be trusted to look after their children safely.
- Seeking help and advice and knowing how to report concerns about children's safety.

Online relationships

- Opportunities and benefits of developing online relationships, e.g. widening cultural interests, meeting with different age ranges, backgrounds, interests.
- Similarities and differences between the online world and the physical world and the effect on social relationships and emotional wellbeing.
- Expected behaviours when developing online relationships including recognising individual rights and responsibilities.
- Risks associated with online relationships and how to protect against them including ways in which personal information is gathered and used, sharing sensitive material, removing unwanted material, e.g. job prospects, personal reputation, respect, criminal record.
- Ways to identify harmful behaviours such as bullying, abuse, harassment.
- Impact of viewing and sharing harmful content or sexual explicit material online, e.g. on self-esteem, emotional health, confidence, effect on other relationships, potential criminal offenses.

Behaviours that can harm relationships

- Behaviours that can harm relationships, e.g. physical and emotional abuse, sexual harassment, sexual violence.
- How stereotypical attitudes and behaviours influence and encourage prejudice when forming relationships, e.g. personal image, gender, race, beliefs and values, sexual orientation, disability.
- Identifying harmful behaviours both on and offline, e.g. bullying, abuse, harassment.
- Bullying and cyberbullying including sources of help and advice at college and work, responsibility to report bullying.

- Legal rights and responsibilities when online and dealing with threatening behaviour, e.g. laws affecting equality, copyright, data protection and computer misuse.
- Sources of help and advice to report inappropriate behaviour both on and offline.

Skills

- Communication, e.g. verbal, non-verbal, active listening, negotiation skills.
- Personal social skills, e.g. assertive, resilient, flexible, positive interaction with others, ability to give and accept feedback, empathy, respect.
- Reflection.
- Teamwork.

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Assessment Criteria

Learning aim A: Examine factors that help develop effective social relationships Evidence must include: Information in an appropriate format detailing the impact of influences on social relationships.
A.P1 Explain how social relationships contribute to personal health and wellbeing.
Guidance for assessors
For P1 Learners will give the meaning of social relationships, identify two different social groups, one given and one chosen. Using examples from their personal experience to support each of the selected social groups, they provide three different social and/or external influences that help develop each of these relationships.
Learning aim B: Reflect on personal social skills and behaviours Evidence must include: A personal reflection, in an appropriate format, that details how different behaviours are used to engage with different social groups, including online activity.
B.P2 Evaluate the importance of healthy social relationship behaviours.
Guidance for assessors
For P2 Learners will describe healthy social relationship behaviours including those used for online activity. Using examples from their personal experiences as support, they provide behaviours that may impact on how they interact with others. They also provide an example of how to keep safe in social relationships.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Activities: Introduction to unit

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Tuto-led activity on the need for ground rules when delivering this unit. Learners can suggest what they think will be needed in a set of rules so that people feel safe and reassured to discuss these issues. The tutor should have some suggestions prepared, e.g. the need to respect other people's experience; not to feel pressurised into discussing personal issues; not to use terminology that other learners may find offensive, respecting other people's cultural and religious values, being able to challenge safely within the group.

Group activity on defining terms and references appropriate to this unit including values, expectations of self and others, personal qualities such empathy and respect of others.

Tutor-led introduction to the theme of the unit – What is 'social health'?

Group discussion on the differing types of social relationships we have had throughout our lives from birth to the present day, e.g. nurseries, childminders, schools, sports activities, dance groups, religious activities. Each group can then produce a timeline.

Individual/group activity – Which social groups did you enjoy the most as a child and why? How did this make you feel? Which social groups did you not enjoy as a child and why? How did this make you feel?

Suggested time: about 4 hours

Activities: Social groups

Tutor-led activity to introduce how to research the different types of social group we might find today for all ages, genders and cultures. What purpose do these social groups serve and what rules do they have?

Learners can discuss in a group and then work in pairs to research online and identify as many differing types of social group as possible. Learners can then make a poster about these groups looking at the purpose of each group and what the group expectations are of individuals within the groups and showing the basic rules. The information can be shared with the wider group.

Group discussions – are online groups easier to belong to than local groups – what should we be mindful of with online groups in order to remain safe and happy?

Whole-group discussion – which groups might have similar types of people as a group membership and which might have a diverse membership? How do we relate to other members of the group who may be very different to us?

Individual reflection activity on differing social groups to which family member belong – what rules do they have to adhere to and how do these groups affect their lives and the learner's life?

Whole-group discussion – why do social groups have rules? Are these rules explicit in that they are written down or are they implicit and open to interpretation? Why is this important to understand?

Learners prepare a chart of rules/expectations in social groups that can be considered 'explicit' compared to those that could be considered 'implicit'.

Identifying and understanding terminology used in some social groups This can be a small-group activity with tutor input to identify correct terminology.

Group responses to given case studies of differing social groups with different sets of rules/expectations.

Whole-group discussion activity: how do we think our interaction with social groups has shaped our lives so far and affected the person we are today?

Suggested time: about 6 hours.

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Activity: How do different social groups affect us?

Tutor-led activity – listing as a group the range of social groups we interact with in our day-to-day lives currently.

Paired discussion on the purpose and personal fulfilment of the group.

Group discussion activity: which groups we interact with are for pleasure and which are obligatory?

Follow up on above, considering how we as individuals expect others to behave, contribute and demonstrate and what we think they expect from us in return in those groups.

Learners research online and identify how differing social groups can have a positive or negative influence on people's lives – presentation to wider group.

Tutor-led activity based on personal responses to given scenarios that focus on risk to personal health and wellbeing including maintaining personal safety online, recognising signs of potential abuse and identifying appropriate courses of action and support.

Group activity – being assertive and the understanding of when to say no – an exploration of what are rights and responsibilities in social groups and how to avoid being made to do something uncomfortable or illegal.

Tutor-led activity – knowing who to contact when in need of advice, support and intervention.

Suggested time: about 5 hours.

Activity: What action can we take

Learners reflect on the previous activity and examine how personal attitudes to social groups can affect positive responses and maintain healthy social engagements ensuring own wellbeing.

Small-group discussion about positive attitudes.

Written work in pairs on how to recognise a situation within a social group that is not acceptable behaviour or makes you feel uncomfortable.

Individual activity looking at case studies on how to respond to a challenging situation within a social group with a positive attitude.

Tutor-led challenge questions on the above.

Group discussions on how to respond to an unsafe situation within a social group – what should you do and what should you not do and how to access support and advice or report.

Learners produce an infographic on 'How to stay safe online in social groups' looking at differing websites, apps and including the law around online activity.

Group activity – how do I know if my own behaviour is acceptable within the social group? And how does this change from group to group? Using case studies and scenarios discuss and present to the rest of the group.

Learners, individually, continue with their infographic showing how can I support other members of the group to have a positive experience and attitude?

Suggested time: about 6 hours.

Activity: Preparation for assessment

Learners begin to work on understanding their own lifestyle and identify which social groups they interact with in preparation for the assessment.

Individual reflection activity – learners are asked to reflect on their learning so far and consider their response to the assessment task for all learning aims.

Tuto-led recap – reminder activity of what is expected and given deadlines.

Discussion on how to present assessment evidence with an emphasis on learner choice.

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Individual reflection on own personal and online social engagement behaviours and the impact these have had on their emotional wellbeing.

Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development. Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

Consider future social relationships and how to use personal social skills effectively to develop new relationships.

Suggested time: about 1 hour.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

Your task is to choose two social relationship scenarios, one being an online interaction. For each, examine the factors that impact on these relationships. You will then reflect on your personal social skills and behaviours in relation to each scenario showing how these impact on each of the social relationships.

You will decide on an appropriate format to present your findings.

Unit 4: Maintaining Sexual Health and Wellbeing

Level: **2**
Guided learning hours: **24**
Total Unit Time: **30**

Unit in brief

The aim of this unit is for learners to understand how to develop and maintain safe and healthy personal intimate relationships.

Unit introduction

At some point in our lives, we may be involved in an intimate relationship. We need to understand what intimate relationships are, how we approach them and how to behave when we are involved in them, ensuring our own and others healthy wellbeing.

In this unit you will examine your past, present and potential future intimate relationships and the importance of personal social skills and communication in developing and maintaining intimate relationships. You will reflect on how your positive contributions and those of others may promote a healthy relationship. You will consider types of intimate relationship and factors that contribute to healthy relationships. You will also examine the personal risks to intimate relationships.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Analyse the personal impact of intimate relationships	• A reflection of relationships and potential impacts on individuals. • A leaflet aimed at younger learners, reflecting some of the skills needed to maintain effective relationships.
B Examine potential risks associated with intimate relationships	

Key teaching areas include:	
Knowledge	**Skills**
• Types of intimate relationship • Expectations and boundaries of intimate relationships • Impact of expectations and boundaries of intimate relationships on wellbeing • Risks of intimate relationships to personal safety including online • Managing intimate relationships safely including online • Legislation	• Communication • Personal social

Unit content

Approach (how the learner should approach this unit)

- Work independently on reflecting on past or given intimate relationship scenarios.
- Recognise the diversity of intimate relationships.
- Understand the expectations and boundaries of intimate relationships.
- Know how to keep self and others safe in intimate relationships.

Knowledge

Personal intimate relationships

- Meaning of personal intimate relationships, e.g. attraction to another emotionally, romantically and sexually.
- Features of personal intimate relationships and positive aspects, e.g. mutual respect, trust, loyalty, shared interests and values, common goals, shared responsibilities, commitment.
- Types of intimate relationship, e.g. heterosexual, lesbian, gay, bisexual, transgender (LGBTQIA+), non-binary, cisgender; gender fluid online intimate relationships, differentiation.,
- Positive and negative effects that personal intimate relationships can have on overall health, e.g. physical, emotional, social, cognitive, sexual and reproductive health.
- How stereotypical attitudes can damage intimate relationships.
- Expectations and boundaries of intimate relationships, e.g. caring, giving and withdrawing consent, mutual respect and trust, empathy, commitment, values, opinions, personal boundaries.
- Impact of expectations and boundaries of intimate relationships on wellbeing, e.g. secure or insecure self-esteem, builds or lowers values.
- Developing different types of intimate relationships, e.g. face to face, online.

Sexual health and wellbeing

- Reproductive health including fertility.
- How lifestyle can affect fertility for both women and men and menopause.
- Stages of pregnancy including potential for miscarriage.
- Medical and legally accurate choices surrounding pregnancy, e.g. keeping the baby, adoption, abortion and where to get further advice.
- Sexually transmitted infections including how widespread they are, self-protection, transmission and treatment.
- Contraceptive choices and how they can reduce the risk of sexually transmitted diseases.

Managing personal safety in intimate relationships

- Strategies to identify and deal with sexual pressure including peer group pressure, resisting pressure and not pressurising others.
- Risks to personal safety, e.g. degrees of emotional intimacy in intimate relationships (love or lust), personal online activity (sexting), sex in the media and pornography, viewing material that is illegal and harmful, unintended pregnancies, STIs, giving and withdrawing consent, meeting new people.
- Potential risks in intimate relationships, e.g. drug and alcohol abuse, finance, infidelity, health issues.
- Sources of advice help and support from others.
- Overview of legislation including Sexual Offences Act, Protection of Children Act, Equality Act regarding equality and the distribution of sexual images on mobile phones, Ffemale genital mutilation (FGM), personal and social relationships and forced marriage/ arranged marriages.

Skills

- Communication, e.g. verbal, non-verbal, active listening, negotiation skills, acknowledging.
- Personal social skills, e.g. assertiveness, resilience, flexibility, teamwork, ability to give and receive feedback, empathy, respect, interaction with another person.

Assessment Criteria

Learning aim A: Analyse the personal impact of intimate relationships Evidence must include: Responses to given scenarios, with some analysis of the impact on personal health and wellbeing.
A.P1 Discuss the features of intimate relationships and the impact of these on wellbeing.
Guidance for assessors
For P1 Learners will describe intimate relationships. They will then select one intimate relationship and describe the impact of this on personal wellbeing.
Learning aim B: Examine potential risks associated with intimate relationships Evidence must include: Information presented in an appropriate format for an appropriate audience describing a range of health risks and how to mitigate them, e.g. use of contraception, not sharing personal information.
B.P2 Explain potential risks of intimate relationships on personal wellbeing.
Guidance for assessors
For P2 Learners will provide a minimum of two risks that impact personal wellbeing and for each give detailed examples of the risk and how to avoid it.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Activities: Introduction to unit

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working expected personal learning outcomes and assessment methods.

Tutor-led activity on the need for ground rules when delivering this unit. Learners can suggest what they think will be needed in a set of rules so that people feel safe and reassured to discuss these issues. The tutor should have some suggestions prepared such as: the need to respect other people's experience; not to feel pressurised into discussing personal issues; not to use terminology that other learners may find offensive, respecting other people's cultural and religious values, being able to challenge safely within the group. **Confidentiality** will be especially important in this unit. Learners should be told only to share information about themselves that they are happy to share. Tutors should always have details of people and organisations that learners can approach if they need to discuss things further.

Group/pair activity on defining terms and references appropriate to this unit including values, beliefs, attitudes, expectations of self and others, personal qualities such as empathy and respect of others. Similar activities can be done with attitudes and beliefs, where learners must decide where they stand on a range of moral, social and relationship issues for intimate relationships.

Suggested time: about 2 hours

Activities: Early experiences

Individual reflection activity on earliest childhood memories about close relationships. Who were the people in their lives when they were younger? What were the positive and negative memories of these relationships? How does the memory affect the individual's thoughts and feelings about relationships today? This could be done in the form of an annotated timeline.

Small-group discussions, if you feel able to. Only share what you feel comfortable sharing.

Individual activity – about me, an activity that explores how the individual perceives themselves. Considering such questions as who am I? How do others see me? What am I good at? What do I need to work on and where do I see myself in the future?

Group responses to given scenarios such as positive and negative experiences and the impact on individual life experience and the future.

Group discussion activity: how do we think our early experiences have shaped our lives and the person we are today? If we have the chance to go back what would, or could, we change within our power?

Individual reflection on what you may have learned about yourself and how.

Suggested time: about 3 hours.

Activities: Developing healthy intimate relationships

Individual activity – list the relationships/encounters with people and the purpose you think you may have with a partner in the future such as prospective intimate relationship partners, new encounters.

Identifying and understanding terminology such as meaning of intimate relationships, heterosexual, lesbian gay, bisexual, transgender, LGBT, non-binary, cisgender, gender fluid, and the importance of respecting other people's sexuality and gender. This can be a small-group activity with tutor input to identify correct terminology.

Individual responses to given scenarios /case studies focusing on different family units including, heterosexual, LGBT.

Famous partners – a matching exercise using images of celebrities reflecting a range of modern relationships and pop culture, asking learners to justify their responses and challenging their preconceptions around gender, age, culture and race difference.

Group/pair/individual activity on technology – what do we think and feel about current technology in terms of meeting and engaging with people? Forming relationships with potential partners is based on our immediate response to physical attraction with apps such as Tinder, Grindr.

Tutor-led presentation on the law and relationships looking at, for example, Sexual Offences Act, Protection of Children Act, Equality Act.

Suggested time: about 6 hours.

Activities: Managing personal safety

Tutor shows video footage with instances of unacceptable behaviours in intimate relationships, e.g. self-portrayal, harassment, inappropriate sexting, bullying.

Paired group activity – mind map unacceptable behaviours in intimate relationships and how to handle them. Share ideas with the whole group.

Discuss positive sexual health. In pairs/small groups, what does 'sexual health' mean?

Visit from sexual health service or school/college nurse to talk about sexual health and responsibility. Learners could have prepared questions relevant to the subject area.

Visit from police to talk about the law with regards to intimate relationships, harassment, domestic violence and consent. This should include the law around sexting; use of personal videos and distribution of intimate pictures/videos online.

Individual/pair activity – a task to find out about local or online support services based on given situations such as grooming, abuse, domestic violence, sexual health, counselling services. These can be local and online support.

Tutor-led activity – knowing who to contact when in need for support or intervention. Show the various websites that young people can access for information and advice around contraception, sexual health.

Discuss managing personal safety when online and the risks involved.

Suggested time: about 6 hours.

Activities: Exploring personal social and communication skills

Consider different intimate relationships and what behaviours might be appropriate or inappropriate expressions of emotions in these relationships.

Group activity – being assertive and the right to say no – an exploration of what our rights and responsibilities are within relationships that we encounter involving law and morality.

Short examples where communication has gone wrong and learners suggest, or role play, what could have happened to ensure a more positive outcome for the examples.

List different personal social skills, including different types of communication (individually record outcomes).

Small-group active listening exercises – group of three including an observer. First time one of the pairs tries hard not to listen to the person talking. Second time person doing the listening tries to show that they are actively listening.

Feedback to whole group and make a list of what is needed for good communication Whole-group activity where tutor has a simple picture and asks learners to recreate the picture on a sheet of paper following their instructions.

Suggested time: about 4 hours.

Activity: Preparing for assessment

Individual reflection activity – learners are asked to reflect on their learning and consider their response to the assessment task.

Tutor-led recap – reminder activity of what is expected and given deadlines.

Discussion on how to present assessment evidence with an emphasis on learner choice.

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development. Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

Reviewing understanding of sexual health and how it may impact on other areas of personal health and wellbeing.

Suggested time: about 1 hour.

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Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

Your task is to consider intimate relationships based on either your own experiences or given scenarios.

You will need to consider types of intimate relationship and how they help support your personal health and wellbeing. You need to consider potential risks and how to mitigate these by using examples to support your answer.

You will also need to decide how to present your information in an appropriate format for your target audience.

Unit 5: Investigating Personal Identity

Level: **2**
Guided learning hours: **24**
Total Unit Time: **30**

Unit in brief

The aim of this unit is for learners to evaluate their personal identity and its impacts on others.

Unit introduction

Understanding personal identity becomes especially important as we develop from childhood, through the teenage years and into adulthood. Recognising that everyone is different and accepting these differences plays an important part of our society today and supports personal growth and wellbeing.

In this unit, you will review what makes you individual, the factors influencing your personal identity and how you can function well in society. You will review your own personal identity and consider how you can positively contribute to society.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Research factors that influence personal identity	• A report, personal log or presentation with information on the factors that influence personal identity. • A guide (written, spoken or video) that shows the impacts of personal identity on self and others.
B Examine the impacts of personal identity on self and others	

Key teaching areas include:	
Knowledge	**Skills**
• Influences impacting personal identity • Factors that define and affect personal identity • Importance and value of respect for self and others • Controlling emotions and behaviour • Positive contributions to society • Recognise positive and negative aspects of peers and the media on personal identity	• Research • Self-reflection • Communication

Unit content

Approach (how the learner should approach this unit)

- Work independently in identifying their own personal identity.
- Recognise how personal identity can impact wider society.
- Know how personal identity can be impacted by outside influences.

Knowledge

Characteristics of personal identity

- Self-awareness:
  - personal traits, e.g. personality (outgoing, shy, confident)
  - physical, e.g. body image
  - psychological, e.g. intelligence, emotional intelligence
  - how others perceive us, e.g. friendly, helpful knowledgeable, approachable.
- Factors that influence personal identity, e.g. past experiences, childhood, cultural, media, lifestyle, family, friends, attitudes and values, external influences – (media, body image, peers).
- Aspects that define personal identity, e.g. interests, appearance, attitudes.
- Recognition and management of emotions and feelings, e.g. empathy.
- Promotion of self-worth/self-esteem.

The impact of personal identity on self and others

- Importance of valuing and respecting self and others, e.g. being a confident and responsible citizen, having something to offer, developing relationships with others, different ways of contributing in society, a sense of belonging within a community and wider society.
- Positive contributions to society, e.g. roles and responsibilities, community groups, volunteering, socially responsible.
- Respecting diversity, e.g. cultural, religion.
- Responsibility for own actions.
- Recognise how their own behaviour and actions impact others, e.g. adapt behaviours in different situations.

Skills

- Research information on personal identity.
- Self-reflection, e.g. being empathetic, compassionate and kind to self and others.
- Communication to develop negotiation and interaction skills in a range of situations.

Assessment criteria

Learning aim A: Research factors that influence personal identity Evidence must include: A personal response to factors that have influenced their personal identity presented in an appropriate format such as a report, personal log or presentation.
A.P1 Describe factors that influence personal identity.
Guidance for assessors
For P1 Learners will define personal identity and provide information on the factors that have influenced their own identity. This could include characteristics such as appearance, personality traits and personal interests and influencing factors including lifestyles, culture and family.
Learning aim B: Examine the impacts of personal identity on self and others Evidence must include: Detailed information on the impacts of personal identity on self and others and the factors that enable individual positive contribution.
B.P2 Examine how personal identity impacts on self and others.
Guidance for assessors
For P2 Learners will discuss the impact of self and others on personal identity. They will include links between their own personal identity and being able to make positive contributions, for example volunteering, belonging to a group.

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Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit – 'Vive la difference' – A celebration of differences.
Why can't we all be the same?

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Tutor-led activity on the need for ground rules when delivering this unit. Learners can suggest what they think will be needed in a set of rules so that people feel safe and reassured to discuss these issues. The tutor should have some suggestions prepared such as: the need to respect other people's experience; not to feel pressurised into discussing personal issues; not to use terminology that other learners may find offensive, respecting other people's cultural and religious values, being able to challenge safely within the group.

Group/pair activity on defining terms and references appropriate to this unit including values, expectations of self and others, personal qualities such as empathy and respect of others.

Tutor-led introduction to the theme of the unit – what is 'self-awareness' and why do we need to understand it?

Group activity discussion – how are we all similar? – discuss the similarities of the group and make lists.

Group activity discussion – in how many ways might we be different from each other? Discuss the type of differences including physical, emotional, academic and cultural.

Individual/pair activity – how might being different make you feel? Pairs given one aspect to discuss and illustrate. Presentation to wider group.

Individual/pair activity – how am I similar yet different to you? Make Venn diagrams.

Respect – learners give positive feedback on the differences of others in the group.

Suggested time: about 4 hours.

Activity: How have I become the person I am today?

Tutor introduces why it is important to be able to understand what has shaped you to become the person you are today.

Individual activity – who do you think you are? (Part 1) Learners begin to make initial lists of their backgrounds and where they come from.

Group discussion on the differing type of backgrounds in the room and how experiences you have had throughout your lives from birth to the present might have affected the person you are today – groups to produce a timeline.

Individual/pair activity – what experiences in your life have had the most effect on you? Consider childhood; cultural; family; lifestyle; relationships; social groups; emotions; friends; education; finances. How did this make you feel? Presentation to wider group.

Learners consider which aspects of their life so far, as discussed, above have had the most and least effect on their sense of self-worth today – ranking the categories in order.

Tutor-led discussion – what effect might outside influences such as the media and online activity have on your sense of wellbeing and confidence?

Pair activity – learners research examples online of how media and social media can be detrimental to wellbeing and self-confidence and present to wider group.

Tutor-led discussion – what activities have you participated in and enjoyed in your life so far – e.g. sports, hobbies, online games, baking, reading, etc. How do these activities make you feel? How do they impact on your physical and emotional wellbeing?

Pair activity-identify, as an individual, what part does the way we use our leisure time impact on our health and wellbeing and why it matters?

Suggested time: about 4 hours.

Activity: Who I am today and how am I perceived by others?

Tutor-ed activity – reflecting on the learning so far – now we know what has shaped us, how can we determine who we are today?

Tutor-led discussion – what is 'body confidence?' and why is it important?

Tutor-led discussion – what is 'body shaming?' Learners discuss initially as a group and then work in pairs to research and list as many differing ways in which the media shames popular celebrities for the way they look.

Discussion – how do you think that made those people feel? How would you feel if that was done to you and what effect might it have on your health and wellbeing?

Tutor-led discussion – 'Be Kind' – what does this mean and why is it important?

Pair activity – what part does the way we communicate impact on our ability to 'Be Kind' – and how can we adapt our communication to ensure we are being kind?

Tutor-led – why is it just as important to be kind to ourselves as it is to be kind to others?

Group discussion – what is self-esteem? – can it be measured?

Pair activity – how can we maintain a sense of self-esteem when life is not progressing as we wish?

What do I look like? Learners discuss and celebrate their physical attributes – produce photos or illustrations of differing body shapes, hairstyles, clothing etc.

Tutor-led discussion – 'how to recognise and understand thoughts, feelings and emotions'.

Learners produce a quick graphic of how a thought, feeling or emotion might look and present to wider group.

Tutor-led discussion – what is 'an emotional response to a situation' and what do we mean by 'emotional intelligence'?

Follow up on above, considering how emotions can affect our behaviour and how we can recognise this and put strategies in place to adapt that behaviour in differing situations.

Case studies – learners look at scenarios of differing situations and discuss what would be a negative personal response and what would be an appropriate positive response. Tutor-led discussion of answers.

Group discussion – can our emotions affect our body shape and our overall health? Tutor gives illustrated examples of what can occur and how to recognise the symptoms in yourself and others.

Tutor-led discussion – 'All things will pass' – the importance of understanding the aspect of patience and the use of strategies to maintain patience in exasperating circumstances.

Tutor-led – what is a 'habit' and how can we recognise that we have a habit?

Discussion – what habits do we have? – are they good for us or might they be doing us harm?

Learners research online and identify how differing habits can affect us and how we might be able to modify our behaviour in regards to those habits – presentation to wider group.

Small-group activity – who do we think we are? Part 2. Using the learning so far, learners reflect and enlarge on the initial thoughts of Part 1. Presentation to wider group.

Tutor-led discussion – learners reflect on their last two weeks life and identify specific times where their behaviour towards others or themselves might have been improved.

Learner activity – learners examine strategies of how they might react in the future to similar situations.

Suggested time: about 6 hours.

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Activity: Who might I become

Learners reflect on the previous activity and examine how personal attitudes to themselves and others can effect positive responses in both body and mind and maintain health and wellbeing.

Tutor-led discussion – now we know who we are, lets talk about what we would like to become.

How to understand the opportunities available to you in the future – both short- and long-term.

Case studies looking at possible options for future learning and employment opportunities.

Tutor-led challenging questions on the above highlighting any low expectations.

Group discussion – how might a low self-esteem impact on your expectations of the role of your future self?

How to set short- and long-term targets for yourself.

What are milestones and how can they be used successfully?

What support is there for you to try to achieve your ambitions?

Group activity – learners produce a group timeline infographic on where they see themselves being in 1, 2 5 and 10 years time and discuss.

Individual activity – learners produce a more detailed individual timeline inserting milestones and what qualifications or personal skills will be needed to achieve each stage of the timeline.

How can I support other members of the group/my family/society to understand how to achieve their goals?

Suggested time: about 7 hours.

Activity: Preparing for assessment

Learners begin to work on how understanding their self-awareness affects their health and wellbeing in preparation for the assessment.

Individual reflection activity – learners are asked to reflect on their learning so far and consider their response to the assessment task for all learning aims.

Tutor-led recap – reminder activity of what is expected and given deadlines.

Discussion on how to present assessment evidence with an emphasis on learner choice.

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development. Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

Suggested time: about 1 hour.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

Your task is to produce material reflecting on your own personal identity that shows how you have become the person you are today, including the factors that have influenced you as a person. You need to discuss what makes you unique to others and how aspects of your personal identity can be successfully utilised to make a positive contribution to society.

Your material must be in an appropriate format.

Unit 6: Respecting Rights and Responsibilities

Level: **2**
Guided learning hours: **24**
Total Unit Time: **30**

Unit in brief

The aim of this unit is for learners to respect their own and others' rights and responsibilities within society.

Unit introduction

Rights and responsibilities are very closely linked within today's society. A right is often an example of your entitlement and choice to make an opinion, a responsibility relates to what you do with your rights, such as abiding by the law or challenging situations where injustices occur. Respecting the rights of others is a life skill that is essential across all cultures and countries. Your rights, freedoms, and entitlements are protected in the UK and include things such as shelter, education, freedom of religion, freedom of expression and speech that all contribute to your personal growth and wellbeing.

In this unit, you will consider your rights and responsibilities and the differences between them. You will also identify why it is important to respect the rights of others.

Unit summary

Learning aims	Summary of suggested assessment evidence
A Investigate the importance of rights and responsibilities	• Detailed information on the importance of rights and responsibilities. • Written, audio or visual material highlighting social responsibilities.
B Describe the social responsibilities in relation to human rights	

Key teaching areas include:	
Knowledge	**Skills**
• Difference between rights and responsibilities • Basic rights and responsibilities • Types of right • Varying rights and responsibilities across different cultures and countries • Organisations and charities that support rights • Impact of rights and responsibilities for self and others • Responsibility for own actions	• Research • Communication • Decision making

Unit content

Approach (How the learner should approach this unit)

- Examine differences between rights and responsibilities.
- Recognise differing rights within societies.
- Compare differences in rights and responsibilities within different cultures and countries.
- Make decisions based on own rights and responsibilities.

Knowledge

What are rights and responsibilities?

- Difference between a right and a responsibility, e.g. an entitlement, a duty.
- Basic rights, e.g. water, food, shelter, the right to work, education.
- Responsibilities, e.g. respecting the rights of others, adhering to social norms, non-discriminatory behaviour.
- Differing type of 'rights', e.g. human rights, gender rights, voting rights, children's rights, gender, rights of people who identify as LGBTQIA+, workplace rights, legal rights, relationships and consent, cultural, race, family, lifestyle, friends, education.
- Civil rights, e.g. designed to protect individuals from unfair treatment, equal treatment.
- Varying rights and responsibilities across different cultures and countries, e.g. religion, education, social standing.
- History of campaigning for civil/human rights, e.g. injustices and challenging human rights, protests.
- Organisations and charities that support rights, e.g. Amnesty International, Equality and Human Rights Commission, British Institute of Human Rights.

Respecting rights and responsibilities

- Impacts of rights and responsibilities on health and wellbeing for you and others.
- Being responsible for your actions, e.g. abiding by the law, challenging injustices.
- The positive and negative influences of others, e.g. the media, social media, government laws, role models, campaigns and peers, popular culture.

Skills

- Research, e.g. gathering and managing information about rights and responsibilities for self and others.
- Communication – expressing your views while being sensitive and respectful to others and conveying information to others.
- Making informed decisions based on information.

Assessment criteria

Learning aim A: Investigate the importance of rights and responsibilitites Evidence must include: Detailed research into rights and responsibilities including historical background and the impact on health and wellbeing for self and others.
A.P1 Research into the different types of rights and responsibilities.
A.P2 Discuss the potential positive and negative impacts of rights and responsibilities.
Guidance for assessors
For P1 Learners will research an example of rights and responsibilities either individually or in small groups considering the historical background. **For P2** Learners will consider how rights and responsibilities are influenced, e.g. popular culture, media, government legislation.
Learning aim B: Describe the social responsibilities in relation to human rights Evidence must include: A written, audio, video or visual response that can be shared with others highighting individual responsibilities.
B.P3 Consider what individuals can do to promote and uphold rights
Guidance for assessors
For B.P3 Learners will produce information on how individuals can uphold rights. They will also consider how worldwide organisations have supported rights, e.g. challenge behaviours, use of language, recruitment policies.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Activity: Introduction to unit

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected learning outcomes, expectations of learners and assessment methods.

Tutor-led activity on the need for ground rules when delivering this unit. Learners can suggest what they think will be needed in a set of rules so that people feel safe and reassured to discuss these issues. The tutor should have some suggestions prepared such as: the need to respect other people's experience; not to feel pressurised into discussing personal issues; not to use terminology that other learners may find offensive, respecting other people's cultural and religious values, being able to challenge safely within the group.

Tutor-led discussion on terms and key words used within this unit and their meaning.

Suggested time: about 2 hours

Activity: Definition of rights, needs privileges

Small groups. What is the difference between a right, a need, an entitlement and a privilege? Groups come up with a definition and some examples of each. Tutor can have some examples ready and make lists from feedback. Why is it important to be aware of what these are?

Tutor-led activity – what essential 'needs' do we have in life to maintain wellbeing, e.g. food, fresh water and shelter? Are there some needs that are more important than others? What happens if these needs are not met? What is the impact on health and wellbeing? If it is recognised as a need, is it also a human right?

Suggested time: about 2 hours.

Activity: What are my rights?

Tutor introduces why it is important to be able to understand what rights you have in society today.

Individual activity. What are rights? Learners research a range of rights and describe those that are relevant to them. Tutor can have information already prepared for learners to research.

Group discussion and then research on differing types of rights, e.g. human rights; children's rights; women's rights; societal rights; workplace rights; relationships, including consent; animal rights, political rights, civil rights.

How do rights differ across certain countries and cultures? What are the reasons for this? Learners could, for example, compare women's rights in the UK to another country, or workers' rights in the USA compared to Europe. How would this make you feel if your rights were not the same as others in another country? Feedback to the rest of the group.

In pairs research the history of the struggle for certain rights in this or another country. This could include women's rights or workers' rights in the UK, age of consent, same sex marriage and the civil rights movement in the USA.

Feedback to the rest of the group.

Pair activity. Identify, as an individual, what your rights are in society and why it matters to have them upheld. How would this make you feel if your rights were taken away?

Suggested time: about 5 hours.

Activity: Influential historical people in civil and human rights movement

In small groups, learners could be given the biography of an influential person and asked to discuss their impact and struggle in improving civil and human rights.

The groups could then provide a short summary for the rest of the group on their given person.

Suggested time: about 2 hours.

Activity: Organisations that support rights

Tutor-led discussion. What is a charity, how do they help people and why do they exist these days? In small groups learners research a specific charity for specific groups of people. For example: homeless charities such as Shelter, foodbanks such as the Trussell Trust, Citizens Advice, cancer charities, AgeUK, charities in local area.

Case studies. How different charities can help in supporting rights and when you might need to signpost others to them.

In small groups. Trade unions, what are they and how can they assist you and others with your rights. Research and present to larger group.

Tutor-led presentation. The role of organisations that support rights, e.g. Amnesty International, Equality and Human Rights Commission, British Institute of Human Rights.

Suggested time: about 3 hours.

Activity: Rights and responsibilities.

Tutor-led discussion. What is 'free speech' and why is it important?

Tutor-led discussion. When might free speech cause tension? Learners discuss initially as a group and then work in pairs to research when 'freedom of speech' can be detrimental.

Is freedom of speech appropriate for every situation? What responsibilities come with freedom of speech?

Discussion. Tutor prepared case studies of people who have suffered because of somebody else's freedom of speech. How do you think that makes people feel? How would you feel if that was done to you and what effect might it have on your health and wellbeing?

Tutor scenarios/role play. Incidents when our rights might conflict with others. For example, the right to freedom of speech when people in positions of authority use it to lie or manipulate. When your freedom of speech offends someone because of their views, beliefs, values.

Pair activity. what part does the way we communicate impact on our ability to 'Be Kind'. How can we adapt our communication to ensure we are being kind to others whilst still exercising our right to free speech?

Tutor-led discussion. In what other ways might expressing our rights impact on not only the rights of others but also their physical or mental wellbeing. Consider excessive noise/disturbing the peace, verbal aggression, emotional blackmail.

Learners discuss case studies and make decisions on how to balance their own rights with those of others to maintain their own health and wellbeing.

Tutor-led discussion and then role-play scenarios. What does it mean to be assertive? How is it different to being aggressive or passive? How can we assert our own rights in an appropriate way? Think about: body language; communication skills such as listening, turn taking; negotiation skills; tone of voice; manner; posture and expressing how you feel.

Case studies. Learners look at scenarios of others exercising their rights and discuss what would be a negative personal response and what would be an appropriate positive response. Tutor-led discussion on responses. Learners examine strategies of how they might react in the future to similar situations.

Suggested time: about 3 hours.

Activity: What responsibilities do I have to myself and others? How might other people responsibilities in life differ to my own?

Tutor-led discussion. What are our responsibilities to ourselves and to others in this society?

Activity. In pairs make lists of responsibilities in all aspects of life. Tutor composes list after feedback

Case studies looking at differing responsibilities others may have that may be different from their own lives. For example: young carers; cultural; financial; physical and mental health issues, family,

Tutor-led challenging questions on the above highlighting the need to be understanding and compassionate to those who have different responsibilities to ourselves.

Group discussion – what are my responsibilities to those less fortunate than myself?

How to support yourself and others in being responsible. What barriers might you find?

Group activity – learners produce a group timeline on what their personal responsibilities and societal responsibilities have been in life so far. This could be extended to consider future responsibilities.

Suggested time: about 3 hours.

Activity: Preparing for assessment

Learners begin to work on how understanding their own rights and responsibilities and those of others affects their health and wellbeing.

Preparation for the assessment.

Individual reflection activity. Learners are asked to reflect on their learning so far and consider their response to the assessment task for all learning aims.

Tutor-led recap. A reminder activity of what is expected and given deadlines.

Discussion on how to present assessment evidence with an emphasis on learner choice.

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development. Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

Learners reflect on their own human rights and responsibilities recognising that others may have more or less and the reasons behind this.

Suggested time: about 2 hours

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

Your task is to work in a small groups to investigate and produce information on a chosen human right.

You will need to:

- research the historical background
- recognise the organisations that work to promote this right
- consider the positive and negative impacts on individuals within society
- compare your chosen human right with one other country (culture).

You will present your information in an appropriate format for your purpose and audience.

Unit 7: Developing Resilient Behaviour

Level: **2**
Guided learning hours: **24**
Total unit time: **30**

Unit in brief

The aim of this unit is for learners to understand the importance of being resilient and to develop ways in which to respond to challenging situations.

Unit introduction

Challenging situations are common factors in our lives and how you deal with them will be based on your level of understanding, knowledge and skills. In dealing with these challenging situations you may need to demonstrate assertiveness to respond effectively and not give up when faced with difficult situations/scenarios. Dealing with these situation/scenarios effectively will help protect your health and wellbeing.

In this unit, you will develop knowledge and understanding of resilience and assertiveness and their importance. You will also consider your responses to difficult situations and how to resolve them.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Examine the importance of resilience and assertiveness	• Information presented in an appropriate format advising what resilience and assertiveness are and their importance. • Detailed information on responses to a given challenging scenario.
B Describe ways to be more resilient and assertive	

Key teaching areas include:	
Knowledge	**Skills**
• What are resilience and assertiveness? • Importance of resilience and assertiveness • Approaches for improvement • Develop resilience skills • Benefits of reliance and assertiveness • The risks and negative impacts of not being resilient and assertive • Considerations for personal resilience	• Research • Problem solving • Communication

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Unit content

Approach (how the learner should approach this unit)

- Understand the importance of resilience and assertiveness skills.
- Recognise the factors that influence resilience and assertiveness.
- Considering options concerning when to use personal resilience skills.
- Work independently to develop skills for resilience.

Knowledge

Understanding resilience and assertiveness

- What is resilience? e.g. responses to how to solve challenging situations, not giving up.
- Importance of resilience and assertiveness, e.g. ability to express ideas and options, selecting appropriate behaviours, feeling confident, developing mechanisms for protection, not giving up too easily, considering the chances and consequences.
- Behavioural aspects, e.g. remaining calm and controlled in challenging situations, listening to others, remaining open and willing to adapt to change, considering others, expressing ideas and needs, avoiding being overly assertive.
- Approaches to help improve assertiveness and resilience, e.g. knowing when to adapt your approach and responses, communication habits, emotional responses, expressing ideas and feelings that don't violate others, accepting emotional responsibilities, empathy, ways of articulating opinions for different audiences.

Developing resilience and assertiveness

- Develop resilience and assertiveness, e.g. asking others their opinions and receiving different points of view, thinking outside the box, controlling emotions, additional research.
- Benefits, e.g. understanding the issue, confidence, in control, strong problem solving, social connections – respect and recognition, expressing your views and opinions.
- Risks of lack of resilience and assertiveness, e.g. stress, adverse effects on health and wellbeing, life progression, self-esteem.
- Patterns of behaviour e.g. procrastination, later impact of not dealing with issues.
- Considering responses to resilient behaviour, e.g. emotional impact on others, rejection, accepting criticism, not holding grudges – moving forward, perseverance where necessary, welcoming alternative views and ideas, adapting behaviour in differing situations.

Skills

- Research information on resilience and assertiveness.
- Problem solving, e.g. decision making, working with others.
- Communication, e.g. verbal, non-verbal, listening, negotiating, conveying personal ideas, options and views.

Assessment criteria

Learning aim A: Examine the importance of resiliance and assertiveness Evidence must include: Information presented in an apropriate format highlighting what resilience and assertiveness are and their importance to challenging scenarios.
A.P1 Identify the aspects of resilient and assertive behaviour..
A.P2 Discuss the benefits of being resilient and assertive.
Guidance for assessors
For P1 Learners will detail the aspects that make up resilient and assertive behaviour in a range of challenging scenarios.
For P2 Learners will discuss the individual benefits of being resilient and assertive and the positive impacts it can have.
Learning aim B: Describe ways to be more resiliant and assertive Evidence must include: Detailed information on responses to a challenging scenario that considers how resilience may help to solve the problem.
B.P3 Assess options to improve resilience and assertiveness.
Guidance for assessors
For P3 Learners will need to be provided with a challenging scenario that involves making decisions to solve a difficult situation. They will neeed to give a rationale as to the decisions they have made and show evidence of considering options.

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Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit – What is resilience and assertiveness?

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Group/pair activity on defining terms and references appropriate to this unit including values, expectations of self and others, personal qualities such empathy and respect of others.

Tutor-led introduction to the theme of the unit – what are 'resilience and assertiveness' and why do we need to understand them?

Group discussion – is it important to be resilient? – discuss and make lists of instances where it may be required.

Group discussion – how important is it to be assertive? Discuss and make lists of instances where it may be required.

Individual/pair activity – refer to lists of previous activities. Pairs given one example to consider, discuss and feedback to wider group.

Situation role play on examples of being assertive and discussions on the impact on the given situations.

Respect – Learners give positive feedback on the ideas, thoughts and opinions of others in the group.

Suggested time: about 3 hours.

Activity: Being assertive

Tutor introduces why it is important to be able to understand how thought processes and communication skills can support being resilient and assertive.

Tutor-led discussion – looking at situations where effective communications is essential to resolve issues and maintain assertiveness.

Group discussion – when is being polite being too timid, and when is being assertive too aggressive?

Tutor-led explanation on communications skills and strategies.

Small groups compile lists of words and phrases that could be used to help demonstrate assertiveness, with a reverse activity showing how some words and phrases may counteract assertive behaviour.

Individual/pair activity – what type of communicator have you been up to now in your life? Consider childhood; friends: cultural; family; lifestyle; relationships; social groups; emotions; friends; education. How did this communication make you feel?

Tutor-led activity – 'You're not listening to me!', showing the importance of the use of pause and how important it is to be seen to listen to others' ideas.

Learners use case studies and role play to showcase communication that shows the difference between using pause and no pause, and the effect this can have on the other person as well as yourself.

Pair activity – start to look at your own ideas and opinions and discuss them with your partner – 'is it an argument or is it a discussion of ideas?

Tutor-led discussion – 'I hear you' – why is this phrase important?

Pair activity – return to previous activity and insert 'I hear you' to responses. How does this make you and the other person feel?

Suggested time: about 4 hours.

Activity: How can I be resilient? What is the difference between being resilient and being stubborn?

Tutor-led activity – reflecting on the learning so far – now we know how we can communicate, how can we determine what is important to us and when and how to stand up for it?

Tutor-led discussion – what are ideas and opinions?' Why is it important to be able to voice these?

Tutor-led discussion – what effect might outside influences such as the media and online activity have on your ideas thought and opinions?

Learners work in pairs to consider and list as many differing ways that the media and social media can influence your ideas and opinions for good or for ill.

Discussion – how do I know my own ideas and opinions and is it OK to change my mind?

Tutor-ed activity – 'what is resilience in ideas and what is being stubborn about ideas' – what does this mean and why is it important for your health and well being?

Pair activity – what part does the way we communicate impact on our ability to 'be resilient' – and how can we adapt our communication to ensure we are being resilient and not too stubborn or timid?

Tutor-led – why is it just as important to be able to feel you can voice your own ideas and be heard?

Group discussion – what is 'passive aggression and how might it impact on your communications skills?

Pair activity – case studies with examples of passive aggression.

Tutor-led discussion – 'how to recognise passive aggression in others and be able to counter it.

Tutor-led discussion – what is the difference between being timid, being polite and being passive or overtly aggressive?

Follow up on above, considering how we can recognise this in ourselves and others and put strategies in place to adapt that behaviour in differing situations.

Case studies – 'respecting others while remaining resilient. Learners look at scenarios of differing situations and discuss what would be an appropriate positive response. Tutor-led discussion on responses.

Tutor-led activity – what is manipulation and how can I recognise it in myself and from others?

Small group activity – using the learning so far, learners reflect and expand on their own response to being resilient and assertive in their lives so far.

Tutor-led discussion – learners reflect on their last two weeks experiences and identify specific times where their communication with others might have been improved.

Learner activity – learners examine strategies of how they might react in the future to similar situations.

Suggested time: about 6 hours.

Activity: Maintaining assertive and resilient behaviour

Learners reflect on the previous activity and examine how being resilient and assertive can effect positive responses and maintain health and wellbeing.

Tutor-led discussion – why might we need to be resilient and assertive in the future?

Case studies looking at possible scenarios where resilience and assertiveness may be needed, e.g. school, college, family, health matters, peer pressure, the workplace.

Tutor-led challenging questions on the above highlighting areas of concern and controversy.

Group discussion – how might being able to be resilient and assertive affect your future self?

What support is there for you to remain resilient and assertive – who can you rely on and who can you turn to?

Research online for support systems and organisations.

What support is available to help.

Group activity – learners produce a group timeline infographic on when they might need to be assertive in 1, 2, 5, 10 and 25 years' time and discuss, considering how their lives may have changed.

Individual activity – learners produce a more detailed individual timeline inserting details and examples.

Suggested time: about 8 hours.

Activity: Preparing for assessment

Learners begin to work on how resilience and assertiveness affects their health and wellbeing in Preparation for the assessment.

Individual reflection activity – learners are asked to reflect on their learning so far and consider their response to the assessment task for all learning aims.

Tutor-led recap – reminder activity of what is expected and given deadlines.

Discussion on how to present assessment evidence with an emphasis on learner choice.

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development. Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

Suggested time: about 1 hour.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

Your task is to provide responses to a given family scenario that involves several decision-making processes affecting each family member. You will consider how resilience may help solve each of the problems, reviewing how these may have an impact on the individuals' wellbeing.

The scenario presents the following problems:

- family unable to pay this month's rent and needs to negotiate with the landlord
- a parent/carer has been issued with a redundancy notice
- one of the siblings has been rejected for a part-time job
- one of the siblings has not achieved the grades they were expecting.

You will decide on an appropriate format to present your findings.

Unit 8 Promoting Environmental Awareness

Level: **2**
Guided learning hours: **24**
Total Unit Time: **30**

Unit in brief

The aim of this unit is for learners to consider environmental issues and raise awareness of this with others.

Unit introduction

Environmental issues are predominant in today's world. In recent years there has been an increase in actions to help protect the environment and, no matter how big or small, we all have a responsibility. There are many global organisations that dedicate their work to protect the environment and as a member of society you also have a vested interest.

In this unit, you will understand some of the issues affecting the environment and why it is important to help protect it. You will also examine how you can personally contribute to protecting the environment, which in turn supports your personal growth and wellbeing. You will work as a group in compiling an environmental campaign to raise awareness in others.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Investigate issues affecting the environment	• Information describing a range of environmental issues and their impacts. • A group campaign to raise awareness in others.
B Engage in an environmental campaign	

Key teaching areas include:	
Knowledge	**Skills**
• Environmental issues and impacts • Ways to reduce environmental impact • Individual environmental impact • Personal contribution to help protect the environment • Environmental community groups, charities, agencies and organisations • Benefits of community groups working to help protect the environment	• Research • Teamwork • Communication

Unit content

Approach (how the learner should approach this unit)

- Recognise environmental issues and the importance of protecting the environment.
- Decide appropriate methods to convey your message.
- Contribute towards improving environmental issues.

Knowledge

- Environmental issues, e.g. climate change, deforestation, global warming, melting polar ice caps, growth of population, meat consumption, air/water pollution, waste production, ozone depletion.
- Impacts of environmental issues, e.g. pollution, loss of biodiversity, lack of water supply, health problems, releases of greenhouse gases.
- Ways to reduce environmental impact, e.g. recycling materials, reducing carbon emissions, sustainable energy uses.
- Personal contributions to help sustain environmental issues, e.g. switching off lights, recycling, saving water, not littering, using public transport.
- Global organisations that work to help protect the environment, e.g. Friends of the Earth, Zero Waste, Woodland Trust, Wildlife Trust and the Countryside Ranger Service.
- Awareness of previous environmental campaigns and how organisations use this to convey their message(s), e.g. slogans, imagery, emotive responses.
- How teams work, e.g. provide motivation and inspiration for shared interests and passions, opportunities to learn together and from more experienced people, widen social contacts, opportunities to learn new skills and experiences, be with people of different ages, personality, cultures, backgrounds, benefits emotional wellbeing.

Skills

- Research information on environmental issues and ways we can help.
- Teamwork, e.g. working in groups, respecting and sharing opinions and viewpoints, working towards a common goal.
- Communication, e.g. verbal, nonverbal, presenting information in a clear and relevant way.

Assessment Criteria

Learning aim A: Investigate issues affecting the environment Evidence must include: Information presented in an appropriate format describing a range of environmental issues and their impacts.
A.P1 Describe issues affecting the environment and their impacts.
Guidance for assessors
For P1 Learners will research a range of issues affecting the environment and give some details on the impacts.
Learning aim B: Engage in an environmental campaign Evidence must include: A detailed campaign to help raise awareness with personal contributions highlighted, e.g. audio, spoken or visual materials.
B.P2 Consider methods to help raise awareness of environmental issues with others.
B.P3 Communicate in ways that encourage others to engage with environmental issues.
Guidance for assessors
For P2 Learners will need to consider how different campaign methods raise awareness for others.
For P3 Learners will need to demonstrate effective communication when delivering their campaign. Learners will need to show individual contribution to the campaign in an appropriate format

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led activity to introduce the aim of the unit and give an overview of the learning outcomes and assessment methods.

Tutor input to inform learners that this unit requires them to work together in teams.

Group discussion on the benefits of working with community groups. Learners can consider the personal benefits as well as the value of communities working together.

Speakers from different community groups could be invited to talk on why they work as a group and the benefits of doing so.

Suggested time: about 2 hours.

Activity: Environmental issues and their impacts

Learners could complete a tutor-based worksheet on environmental challenges, either on their own or in small groups. This could be in the form of a table. One column could contain examples of the broad headings of environmental challenges such as climate change, pollution, waste management etc. Learners could then consider what the issues are and possible solutions.

Wider group discussions on the impact on the population.

Learners could be asked to carry out a fact-finding task in pairs such as what is the predicted impact of the issue in five years, 50 years etc.

Suggested time: about 4 hours.

Activity: Environmental campaigns

Learners could be given a local, national or global campaign to review. They could evaluate how the campaign aims to get its message across, how they are gaining public support such as asking for donations and any incentives, e.g. information packs, free gifts, regular updates on progress.

Wider group discussion on common campaign themes and approaches with learners considering how successful the campaigns are.

Groups could watch a series of video campaigns and evaluate their approach to conveying the issue.

Suggested time: about 6 hours.

Activity: Personal responsibilities to the environment

Tutor-led discussion on what learners think they could do personally to protect the environment

Follow up with a list of do you/don't you questions such as placing litter in bins, recycling waste, conserving water by taking showers rather than baths, switching lights off when not needed.

Tutor facilitated discussion panels, where- in groups of three, learners take on roles reflecting different views of a given environmental issue – this could be extended to see whether views can be changed based on facts and persuasive argument.

Small-group work on how attitudes, behaviours and habits could be changed to benefit the environment, considering sharing information and tips to encourage change.

Suggested time: about 4 hours.

Activity: Working in teams to achieve a common goal

The tutor could provide a range of short tasks to test how effectively learners work in groups. These could start with generic and then extend into more environmental themes.

Learners could be assigned or negotiate roles within the task to follow, e.g. leader, devil's advocate, follower, task master.

Simulated tasks could be used that require small groups to work together. These could be demonstrated in front of peers acting as observers and providing positive feedback.

Tutors could introduce a problem/issue that has an impact on the group dynamic and learners are challenged to solve it with a follow-up discussion on how successful the outcome was and what could be approached differently.

Suggested time: about 5 hours.

Activity: Preparing for assessment

Tutors could provide a review of the unit and its learning aims.

Tutor-led recap – reminder activity of what is expected from the assessment and given deadlines.

Discussion on how to present assessment evidence with an emphasis on learner choice.

Group discussion checking that each member is aware of their role.

Questions answered.

Suggested time: 2 hours.

Activity: Post assessment

Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development. Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

Suggested time: 1 hour.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

Your task, working in small groups, is to produce a campaign aimed at raising awareness of an environmental issue of your choice.

You will need to research your chosen environmental issue, consider how the issue affects the environment, what you can do about it and advise what contributions can be made to protect the environment from this issue.

Your material must be in an appropriate format.

Unit 9: Being Financially Aware

Level: **2**
Guided learning hours: **24**
Total Unit Time: **30**

Unit in brief

The aim of the unit is for learners to explore different ways of earning money and how payments and deductions are made, recorded and used.

Unit introduction

We all face different choices when we finish full-time education. Some people may carry on learning in a further or higher education college or be accepted into university. You may go onto an apprenticeship programme to work and study at the same time. The appeal of working for yourself may interest some people or part-time work may be more appropriate in meeting personal needs. Whatever choice you make, you will anticipate receiving money for the work you do or support for your studies. The amount of money you receive will vary depending on what you do but there is also support for those receiving a low income. Being financially aware will help with your personal growth and wellbeing.

In this unit, you will consider how you can earn money in different ways. You will explore what different financial terms mean in relation to earning money such as salary, bonuses, bursary, grant, pension, benefits. The unit will also help you understand the information given on your payslip including tax codes, National Insurance, gross pay and net pay.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Examine sources of income and deductions on employment earnings	• Written or oral presentation of information about deductions from earnings. • Produce a report on the financial benefits of following different ways of earning money.
B Manage finances	

Key teaching areas include:	
Knowledge	**Skills**
• Understanding the importance of having financial knowledge • Understanding the importance of completing background research to make informed choices • Knowing where to get financial help and guidance	• Personal • Research • Numerical

Unit content

Approach (how the learner should approach this unit)

- Work independently in making comparisons between different sources of information.
- Select and use information for a purpose.
- Carry out basic calculations.
- Develop confidence in managing personal finances.

Knowledge

- Sources of income, e.g. a gift, bequest, selling, employment, (part time, full time, self-employment, short-term contract, zero-hours contract employment); apprenticeship, studying (further or higher education, student finance, repayment, interest, bursaries, scholarships); low income payments (welfare system, National Minimum Wage and National Living Wage), borrowing.
- Terms of payments in employment, e.g. hourly, weekly, monthly, contract, overtime, bonuses, holiday and sick pay.
- Deductions on employment earnings, e.g. Income Tax, student loan repayment, National Insurance, pension contribution, company contribution schemes (health insurance, pension).
- Employment payslip information including tax codes, National Insurance, gross pay, net pay, pension contributions.
- Employment pensions, e.g. contributions to state pension and automatic enrolment workplace pensions, claiming.
- Budgeting, e.g. essentials – food, accommodation, expenses; non-essentials – entertainment.
- Potential causes of financial difficulties, e.g. (gambling, debt, advertising, peer pressure, online scams, drugs and money mules) and effects on health and wellbeing, e.g. (mental health).
- Sources of support and advice.

Skills

- Personal decision making, adaptability, problem solving, analysis.
- Research, e.g. exploring income options, deductions, contributions.
- Numerical, e.g. addition, subtracting.

Assessment criteria

Learning aim A: Examine sources of income and deductions on employment earnings Evidence must include: A comparative document that shows income and deductions with commentary.
A.P1 Analyse sources of income including deductions on employment earnings.
Guidance for assessors
For P1 Learners will select two sources of income, one being employment earnings. They will include for each details of the source and terms of payment. They will provide an explanation of each of the deductions, e.g. NI, pension contributions, tax.
Learning aim B: Manage finances Evidence must include: A plan of income and expenditure over a fixed period of time with a rationale.
B.P2 Prepare a budget over a fixed period of time based on a scenario.
B.P3 Discuss the impacts of sound budgetary management.
Guidance for assessors
For P2 Learners will prepare a budget based on a scenario over a set period of a week or month. They will consider the impacts of not adhering to the budget. They will discuss how this will have an impact on their diet, health and wellbeing.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Activity: Introduction to unit

Tutor-led activity to introduce the aim of the unit and give an overview of the learning outcomes and assessment methods.

Working in small groups, learners could identify different ways of earning money. They can then share their answers with the rest of the group.

Tutors could design worksheets that require learners to find out the meaning of different terms e.g. salary, zero-hours contract, short-term contract, full time, part time.

Suggested time: about 2 hours.

Activity: Payments for those on low incomes

Learners could research the National Minimum Wage, what it is, who is entitled to it, how much they would receive by age. They could then prepare a list of personal expenditure and whether or not income would exceed expenditure.

A speaker from an advice bureau may be invited to talk about potential benefits available to those on low incomes and how they may access them.

Learners could complete tutor prepared worksheets based on different payments available to those on low incomes and what each payment involves.

Suggested time: about 3 hours.

Activity: Self-employment

Speakers who are currently self-employed or have experience of self-employment could be invited to share their experiences with the group.

Learners could participate in a 'Dragons' Den' role play. Working in small groups, they could put forward the case for or against becoming self-employed. They could then consider their income and expenditure and present their case to the rest of the group.

Learners could research sources of help and advice for those considering self-employment.

Suggested time: about 4 hours.

Activity: Student finances

Working in small groups, learners could research potential costs for a three-year university course. They would calculate the total tuition fee, cost of living, textbooks and travel. The average cost of living at university could be used, rather than trying to work it out in detail. They could find out about student loans and how they are repaid.

Following this activity, learners could discuss how they would meet the potential shortfall and the advantages and disadvantages of going to university.

Tutors could provide case studies that require learners to prepare a weekly budget showing income and expenditure. Learners could also make suggestions as to how any shortfalls could be avoided.

Suggested time: about 5 hours.

Activity: Pensions

Tutor-led discussion on why it is important to have a pension, irrespective of age.

A pension adviser could be invited to talk with learners about the benefits of having a pension and how it could be 'topped up' during their working life.

Learners could find out the difference between state pension and work pension. Learners could also find out where to find information on state pensions.

Suggested time: about 3 hours.

Activity: Payslips

Using a blank payslip template, the tutor could lead a discussion on the meaning of each section, ensuring learners understand the use of different terminology.

Learners could be shown examples of payslips as part of a case study. The financial information could be filled in and learners could be given a series of questions to answer, e.g. what the difference between gross pay and net pay is, how much does the person pay in tax, how much does the person pay in towards their pension etc.

Learners could research why we pay Income Tax and where the money is spent. They could then share their information with the rest of the group.

Suggested time: about 3 hours.

Activity: Preparing a budget

Tutor-led discussion on spending.

Small-group activity on their weekly available money compared to their spend.

Tutor-led activity to calculate incomings and outgoings.

Group responses to scenarios discussing income and expenditure.

Individual work on ways to present a budget.

Suggested time: about 1 hour.

Activity: Preparing for assessment

Tutors could provide a review of the unit and its learning aims.

Tutor-led recap – reminder activity of what is expected from the assessment and given deadlines.

Discussion on how to present assessment evidence with an emphasis on learner choice.

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Individual reflection on knowledge and understanding identifying strengths and gaps in dealing with money. Reviewing their budgets and revising original budget, using feedback from appropriate sources, e.g. tutor, employer, mentors, family and peers.

Suggested time: 1 hour.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

You are reaching the end of your current studies and you are trying to decide what to do next. You need to think about two different progression options and compare the financial implications of each. One must be an employment source of income.

You could choose to do further studies, take an apprenticeship, go into work or become self-employed. Before you begin, you need to consider how much you would like to earn, and what will be deducted from your income. You will then prepare a budget on your net pay ensuring you have enough over for contingencies. You need to clearly differentiate between essential and non-essential items in your budget. You also need to give details on any potential causes of financial difficulties and how this could affect your health and wellbeing.

Unit 10: Learning from External Experiences

Level: **2**
Guided Learning hours: **24**
Total unit Time: **30**

Unit in brief

The aim of this unit is for learners to maximise opportunities in extending their learning outside of the formal learning environment.

Unit introduction

Opportunities to learn new skills and knowledge are all around us, promote personal growth and wellbeing and are not confined to a formal learning environment such as a classroom or training workshop. This may include visits to places of interest, being on work experience, volunteering, talking with or shadowing more experienced people, all with the purpose of finding out more information that may help us develop and expand our learning beyond the formal learning setting.

In this unit, you will take part in a range of external experiences and activities. You will prepare, take part and review what you have learned and how it is relevant to your own personal learning.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Participate in an external learning experience	• A tutor record of performance with any additional evidence. • A written or verbal evaluation of the learning experience.
B Review the impact of an external learning experience	

Key teaching areas include:	
Knowledge	**Skills**
• Know about a range of external experience opportunities • Recognise learning opportunities that external experiences may provide • Follow expected behaviours when engaging in external experiences	• Communication • Managing information • Reflection and review

Unit content

Approach (how the learner should approach this unit)

- Identify personal learning opportunities.
- Prepare and participate in the learning experience.
- Gather information.
- Reflect on learning.

Knowledge

- External learning opportunities; work experience, visits, volunteering, shadowing others, guest speakers.
- The experience and expertise of others and how they can contribute to greater personal understanding.
- Preparing for a visit or guest speaker, e.g. compiling checklists, questions.
- Benefits of visits and visitors to personal development.
- Expected behaviours when engaging in external experiences.
- Processes of review and reflection.
- Keeping self and others safe.
- Further information and guidance from others and sources of information.
- Presenting information in appropriate formats for purpose and audience.

Skills

- Communication: adapting style of communication to suit different situations.
- Managing information: taking and using information gained from experiences and presenting it in appropriate formats.
- Reflect and review: considering past and present experiences to draw conclusions.

Assessment Criteria

Learning aim A: Participate in an external learning experience Evidence must include: Notes of how the learner has prepared to take part in the experience such as checklists, information to find out or questions to ask. Tutor observation of the learner's participation and contribution to the experience with any additional evidence.
A.P1 Prepare for an external learning experience.
A.P2 Participate in an external learning experience.
Guidance for assessors
For P1 Learners will compile information relevant to the experience, considering what they wish to gain from it. **For P2** Learners will demonstrate their ability to take part in the experience following appropriate behaviours.
Learning aim B: Review the impact of an external learning experience Evidence must include: An evaluation of an experience and an explanation of how this impacted on the individual.
B.P3 Evaluate an external learning experience.
Guidance for assessors
For P3 Learners will relate the experience to their own personal lives and consider how information or experience gained may benefit them.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Activities: Introduction to unit

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Discussion on types of external experience and their broad benefits.

Suggested time: about 1 hour

Activities: external experiences

Group activity –who would you most like to meet? Are they a historical figure? A celebrity? Popstar? Sporting icon? Given the opportunity, what questions would you ask them? Compile a table and discuss whether the questions are appropriate.

In pairs learners make a list of places they have visited in the past. This can be either as part of school/college for education purposes or with friends or families for fun.

Using the places from the list above, ask learners, in small groups, to choose one educational visit and one visit with family and friends and list the differences and similarities of the experiences.

As an extension to the above, can the group identify any skills, they may have used on any of these trips such as communication skills, research or social skills.

Tutor-led discussion. Gathering thoughts about how they can learn from more experienced people, e.g. inviting guests to speak, observing others at work, work shadowing, discussing ideas and problems with others, reading or looking at what others have written, recorded or produced, i.e. reports, memos, presentations, portfolios, videos, interviews, letters, articles; questioning others about their work style and practice.

If appropriate, guest speakers provide information on ways they help individuals with difficulties or to support them to achieve their goals. Guest speakers may give groups ideas about what they can get out of a placement and the skills they will need to develop in certain sectors.

The speakers can be from local community groups to speak about the role of their group and how the individuals involved benefit. Or they can be speakers from future employers, sports leaders, school nurse, personal trainers and other people of interest. Ask the group to come up with some ideas of people they would like to invite in or to visit. Through a group discussion or in pairs, learners should be able to identify a range of more experienced people that they could meet or currently encounter. These will be more experienced people in the workplace or in a school, college or other place of learning. This might involve some additional research into companies or local places. Potential speakers within the centre, perhaps a member of the senior team, a learner on a higher-level course, a member of the support team.

When the group has decided on their guest speakers, in small groups they can research or be given information on the area of expertise of the guest speaker.

In small groups compile a list of appropriate questions for the given speaker.

Group activity – how would you invite a guest speaker to talk to us? – by letter, phone, setting up meetings etc.

Tutor-led activity outlining the arrangements for the guest speaker. This could be sharing information concerning time of arrival, meet and greet arrangements, equipment needed for the talk/presentation, providing refreshments, ordering of questions, timing, thanking the speaker and escorting them out etc. Learners could be involved in taking on the arrangements and responsibilities for these tasks with support.

Through group or individual discussion, learners will need the opportunity to describe situations where they might interact with more experienced people in the workplace or in a school, college or other place of learning. Examples of more experienced people could include managers, other colleagues they have identified as being more experienced, customers, tutors and visiting experts or consultants. Tutors could encourage learners to talk about the relationship they have with the more experienced people in their workplace, college or school, for example is this a formal or informal relationship? What differences and similarities are there in the different relationships they have?

Tutor-led discussion – in pairs make a list of the benefits of learning from others. This could include: application of skills to the workplace; experience of dealing with customer complaints; skills and knowledge of how to adapt to different working conditions, learning how to work with others; different protocols; safeguarding; GDPR. Of course, learners will not always know what they do not know, so the tutor will need to have a list of suggested benefits after learners have discussed. Tutors can also ask learners to describe the disadvantages of learning from more experienced people.

Small-group discussion about the benefits of work experiences. This may include: increased self-esteem or self-confidence; sense of achievement; understanding the law in relation to work; career opportunities; further training available; new skills; making new friends; tackling new activities, developing skills needed for employment; understanding how activities benefit the community.

Tutor-led discussion on skills required in planning and taking part in a visit or placement. In small groups come up with list: planning the journey, forms of transport timings, location; time management, length of travel, length of visit; coordinating with others; communicating with others involved to make arrangements; budgeting for the visit – journey, food, entrance fees; emergency contacts shared; preparing questions; taking the right resources and equipment.

In small groups compile a list of appropriate questions for the any workplace shadowing or experience. What is it they would like to know or gain from the placement?

Pairs – how would you go about finding a work experience placement or opportunities to shadow more experienced people? – by letter, phone, setting up meetings etc.

For learners who do not want to do or cannot arrange a work experience placement, an alternative could be to undertake a placement or visit in order to shadow an experienced person at a community group. Participating in activities within a community group may improve learners' skills and provide experience that will be useful in finding and succeeding in employment. It may also increase their confidence and willingness to be involved in community groups in the future. This would involve finding out about the different types of group that exist, e.g. faith groups, self-help groups, charities, neighbourhood groups, pressure groups, environmental groups. Finding out the aims, purpose and activities of community groups, e.g. campaign for a new road crossing, provide meals for the homeless, arrange social meetings, provide free advice and support, clean up or improve an area.

Learners could investigate the benefits of their chosen group to the community, including social benefits: increases sense of belonging to a community, gets people meeting each other, people working together can get a job done more efficiently, provides information on services people need. The financial benefits: raises money for improvements or services not funded by the government or council. The environmental benefits: makes an area safer or more pleasant for the users.

Learners may find it useful to discuss what constitutes effective working in their workplace or place of learning. In small groups ask them to write a list.

This may include: interacting positively with other people appropriately, maintaining confidentiality; appropriate use of language; appropriate dress code; how to speak to customers appropriately; meeting deadlines and producing high quality reports or pieces of work; following instructions from managers and more experienced professionals; understanding boundaries between work and home and fulfilling responsibilities in the workplace, school, college or other place of learning.

In pairs ask learners to consider how these skills will be used. Knowing what has been learned could be applied to their own work or learning situation, e.g. problem-solving skills to be used in solving a particular challenge in a project or workplace task, positive behaviours and interpersonal skills to be used when dealing with customers in the learner's workplace or with other learners in a place of learning.

Assessing the skills, knowledge or understanding learned from more experienced people: how easy or difficult it was to learn something new from someone with more experience; how completely/successfully the new skill, knowledge or understanding has been learned; how relevant or useful the new skill, knowledge or understanding is to the learner's work or learning situation.

After the guest speaker or visit, tutor-led activity on what they have learned from more experienced people. Examples of skills demonstrated by others: skills, e.g. positive behaviours and interpersonal skills in the workplace or place of learning, achieving successful outcomes for a task or piece of work, producing high quality work, solving problems, overcoming difficulties or setbacks, making a positive contribution to a project or meeting, demonstrating different styles of working or learning.

Suggested time: about 12 hours

Activities: Managing risk on visits or placements

Tutor-led discussion on difficulties that may arise on visits. 'What would happen if, for example, getting lost, approached by strangers, accident.

Tutor-led discussion – ground rules for the group regarding visits or placements. For example, do not give personal information to strangers; do not wander away without permission; ensure your phone is charged and the tutor has your number and you theirs. Tutor to compose a 'behaviour agreement' that can include: follow instructions of adults; be punctual and prepared; act safely and consider the safety of others; follow leaders' instructions.

Case study material, with learners actively identifying different risky situations and/or behaviour when on visits.

Tutor-led discussion on safety to include health and safety aspects that learners need to be aware of. Use case studies/scenarios/role play to make a list of things to consider.

Use video clips to highlight the importance of following health and safety advice.

In small groups where learners are given scenarios and must decide as a group what the correct response would be in this situation. This will be things that can go wrong when they are on a visit. They have to decide how to correct the situation. This can also be done as a role play.

Suggested time: about 2 hours

Activities: Communication skills

Small group/pairs list 'what do we mean by 'communication'? Practical games based on communication such as pass the whisper; I went to the supermarket and I bought; charades.

Small-group active listening exercises – group of three including an observer. First time one of the pairs tries hard not to listen to the person talking. Second time person doing the listening tries to show that they are actively listening.

Discussion on 'what makes good communication'.

Tutor-led discussion on the importance of communication and active listening. Why is communication so important in visiting places and meeting people? Why is it important to listen to instructions, and to confirm that you have understood them?

Short role plays or tutor-ed simulations showing the use of some of these communication skills in a positive way when interacting with different people including customers, professionals, bosses, etc.

Suggested time: about 3 hours

Activities: Developing awareness of appropriate behaviour

Group discussion – 'what are appropriate behaviours for interaction in social situations with different people? For example appropriate greetings, manners and being polite, keeping up a two-way conversation, listening skills, e.g. not interrupting, nodding to show attention, tone of voice, eye contact, leave-taking, appropriate behaviours for acceptable language, formality of greeting, leaving enough space between you and the other person.

Tutor-led activity regarding appropriate behaviour on placements. This could take the form of a 'right or wrong' line across the room where learners can stand depending on what they think is the right answer. Tutor reads out short examples of things that could go wrong on a trip. Tutor then reads out what decision may be taken next, including 'wrong' suggestions. Learner s must decide if this is right or wrong and why.

Group responses to given scenarios.

Consider how we as individuals expect others to behave in a professional work setting and what we think they expect from us in return. What are the rules around this? Why do we speak to our friends differently than we would to professionals or strangers?

Make a list of what would constitute appropriate and inappropriate behaviours in these situations. Consider such things as body language, tone of voice, language, overfamiliarity, ignoring rules, appropriate questioning.

What might be the consequences of inappropriate behaviour in a workplace?

Choose a few of the behaviours discussed above and look at online videos showing why these behaviours are important.

Suggested time: about 3 hours

Activity: Preparing for assessment

Tutor-ed recap – reminder activity of what is expected and given deadlines.

One-to-one tutorial to review effectiveness of their plan and recording of evidence.

Individual reflection activity – learners are asked to reflect on their learning and consider their response to the assessment task.

Discussion on how to present assessment evidence with an emphasis on learner choice.

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development. Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

Reviewing learning using feedback from appropriate sources, e.g. tutor, employer, mentors, family and peers.

Suggested time: about 1 hour.

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Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

Your task is to consider a range of external learning experiences that you either identify for yourself or are given. The experiences may be given to you by your tutor or be experiences that are outside of your course. You will need to decide how you intend to make the most of each experience by identifying their learning opportunities in relation to your own personal and social development. Before engaging with the experience you will need to carry out some preparation work, this may include the logistics of being somewhere on time such as a placement visit, asking the right questions or gathering information. You will then take part in the experience, demonstrating appropriate behaviour and then evaluate your experience and the impact it has had on you personally.

Unit 11: Leading an Outdoor Learning Activity

Level: **2**
Guided learning hours: **24**
Total Unit Time: **30**

Unit in brief

The aim of the unit is for learners to plan, deliver and review an outdoor learning activity.

Unit introduction

Outdoor experiences can impact positively on our attitudes, beliefs and self-perception, and our personal growth and wellbeing. This improves independence, focus, confidence, self-esteem, self-efficacy, personal effectiveness, and coping strategies for everyone involved. Leading an outdoor activity helps with interpersonal and social skills such as social effectiveness, communication skills, group cohesion and teamwork.

In this unit, you will engage in a range of outdoor activity experiences. You will use these experiences and understanding to prepare for and lead an outdoor activity. You will then take responsibility to lead an outdoor activity showing how you introduce, demonstrate, give and receive information and monitor the progress of the participants.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Plan an outdoor activity	• A detailed outdoor activity plan including the use of time and resources and considering safety implications. • A tutor observation of performance leading an outdoor activity.
B Lead an outdoor activity	

Key teaching areas include:	
Knowledge	**Skills**
• Know about a range of outdoor learning experiences and their benefits • Know the health and safety implications when engaging in outdoor activities • Prepare a plan for an outdoor activity • Lead an outdoor activity	• Personal social • Teamwork • Leadership

Unit content

Approach (how the learner should approach this unit)

- Research a range of outdoor learning opportunities.
- Understand leadership traits and giving instructions.
- Plan and lead an outdoor learning activity safely.

Knowledge

- Range of activities, e.g. nature walk, forestry school for nursery children, litter picking.
- Purpose and benefits of outdoor learning for personal health and wellbeing, e.g. physically, emotionally.
- Following guidelines, e.g. respecting environment – (not littering).
- Planning, including aims, activity, time, location, expected participants, equipment, health and safety risks and requirements.
- Leading, e.g. introduction, demonstration, monitoring and supervision, intervention, feedback to participants, identification and control of new risks for health and safety, ending the session, maintenance of own and participants physical and emotional wellbeing.
- Giving instructions whilst engaging in an outdoor activity, e.g. context (who, what, why), purpose, content (detail, specific, relevant, accessible language), order, clarity.

Skills

- Personal social, e.g. resilience, listening, positive social engagement, problem solving, time management, dependable, innovative.
- Teamwork, e.g. team building, respect, empathy.
- Leadership, e.g. supporting and guiding participants through activities confidently, coaching, decision making, dealing with conflict.

Assessment Criteria

Learning aim A: Plan an outdoor activity Evidence must include: A detailed session plan for an outdoor activity. Including the use of time instruction, procedures and health and safety.
A.P1 Prepare an outdoor activity plan.
Guidance for assessors
For P1 Learners will create a detailed outdoor activity plan. The plan must have clear aims that identify the learning that will take place. It will include the activity, time allocated, the location, special requirements, and equipment required. It will also cover any potential health and safety risks and how these will be mitigated.
Learning aim B: Lead an outdoor activity Evidence must include: A record of learner performance leading an outdoor activity.
B.P2 Lead a group of participants in an outdoor activity.
Guidance for assessors
For P2 Learners will undertake a leadership role to lead a short outdoor activity. They will demonstrate leadership while leading the outdoor activity. They will control risks to ensure that they meet the aims of their plan.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Activity: Introduction to unit

Tutor-led activity to introduce the aim of the unit including ways of working, expected personal learning outcomes and assessment methods.

Whole-group idea storming – what is outdoor learning?

Working in small groups, learners first make a list of outdoor learning activities that they have taken part in the past. This can be either as part of school/college for education or with friends or families. It could include: litter picking, outdoor dance or drama performance, nature walk to identify local birds/wildlife/flowers/plants/bugs.

Learners reflect on what happened. What did they learn from it? What made it memorable?

Suggested time: about 2 hours.

Activity: Experiencing outdoor learning

Tutor -led introduction to the activity including expected behaviours and related tasks.

Working in pairs or small groups, learners could find out about existing outdoor activities in the local area. They could then compile a table of the potential benefits and any health and safety risks.

Learners could participate in a group or individual activity where they take different routes through the local community and record sounds as they go, using a simple digital recorder and map. They could then score the sounds recorded and place on the map.

In small groups ask learners to list what steps need to go into the outdoor learning activity that has been identified. What things do we need to think about? Once fed back to the tutor, tutor has own list to include: aim, location of outdoor activity and timings; logistics, participants, costs – travel, food; clothing and behaviour; special requirements that require addressing/prior notification – access, requirements, health and safety considerations.

Tutor-led visits to explore a range of different local outdoor learning opportunities. This could include: visit to a local park; local woodland area; coastal path; local gardens. These can be short visits to explore topics that learners would like to explore further. Take pictures, sketches, videos, sound recordings to reflect on later.

Tutor-led discussion on respecting the environment and following guidelines such as not picking protected plants and flowers, not littering, controlling noise.

Sensory activities such as: listening to sounds around them, describing natural items, e.g. leaves, flowers, bark using touch and smell.

Using worksheets to find, identify and record items such as types of wildflowers, birds, insects, shells. Tutor could provide clues, e.g. find something hard, rough, soft, smooth, yellow, blue.

Individual activities taking photos, sketching or wax crayon rubbings.

Tutor-led discussion on why is it important to listen to instructions on an outdoor learning activity. Including the safety of self and others, following environmental codes of conduct.

Scenarios/role play demonstrating positive behaviours when out in the community and working with others.

Working in small groups, learners could identify any safety hazards. This could include slippery surfaces, dog mess, holes in the ground, bad weather, overhanging trees, fallen branches. When learners have made their lists, they could then create a column to show how the hazard could be controlled.

Tutor provides information on personal protective equipment. Depending on the activity that takes place, learners may need to use any of the PPE. It is essential tutors talk through the equipment needed. Learners should have the chance to use the equipment before they go out on the activity. This could be appropriate clothing, walking shoes, ropes.

Scenarios and role-play discussions on difficulties that may arise on an outdoor learning activity. 'What would happen if, for example, getting lost, being approached by strangers or an accident.

Suggested time: about 8 hours.

Activity: Learning from guest speakers

Relevant guest speakers talk to learners about a range of outdoor learning activities. These can be charity workers, adventure leaders, sports leaders, environmental workers, venture scout leaders, and environmental groups.

Small-group/pair activity in compiling questions for speakers on leading activities and the preparation needed for them.

Suggested time: about 2 hours.

Activity: Plan an outdoor activity

Learners, in pairs, will use their knowledge gained from their experiences in previous activities and plan a realistic outdoor activity for a group of their peers. They will need to consider what the activity is, its aim, the length of time it will take, where it will take place, who the expected participants are and whether they have any special requirements. They will also consider what will be needed for the activity, e.g. equipment. They should also consider any health and safety risks and how these could potentially be addressed.

Suggested time: about 2 hours.

Activity: Preparing for assessment

Learners, in pairs, use the plan they have prepared and lead the outdoor activity with their participants. They could then introduce the outdoor activity and carry out any demonstrations needed, e.g. canoeing. They will assist where needed. When giving instructions, they should be clearly understood and ensure that they clarify what is meant by the given message. They should then close the activity and request that feedback forms be completed.

Tutors could provide a review of the unit and its learning aims.

Tutor-led recap – reminder activity of what is expected from the assessment and given deadlines.

Discussion on how to present assessment evidence with an emphasis on learner choice.

Questions answered.

Suggested time: about 8 hours.

Activity: Post assessment

Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development. Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities.

Reviewing planning and leadership skills: acting on the feedback from others, e.g. peers, tutor.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

Your task is to plan and lead an outdoor activity.

Your plan needs to include what the activity is and its aim. You should also consider where the activity will take place, the equipment needed and potential participants. You should ensure that you have considered potential risks and how you would address these.

You will then lead your own outdoor activity based on the plan above. You need to ensure that risks are managed and you give clear messages to your participants while introducing, demonstrating and assisting during the outdoor activity. The activity should be approximately 15 minutes.

You will be observed leading the activity.

Unit 12: Producing a Long-term Personal Progression Plan

Level: **2**
Guided Learning hours: **24**
Total Unit Time: **30**

Unit in brief

The aim of this unit is for learners to produce a long-term personal progression plan.

Unit introduction

Creating a personal progression plan can help you to prepare for the future and provide direction towards achieving your personal and professional goals and support personal growth and wellbeing. For a progression plan to be useful to you, it should reflect where you are today and where you want to be in the future. It should also help you to identify short-, mid- and long-term tasks to aid your progression.

In this unit, you will develop an understanding of the connection between your own skills, qualities, experience and aspirations and possible career opportunities. You will explore potential further learning and initial career opportunities, information and resources and evaluate them in terms of relevance to your own progression in order to develop a detailed personal progression plan.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Research opportunities for personal and professional progression	• Evidence of relevant research such as lists of sources, screenshots etc. • A detailed personal progression plan including short, mid- and long-term targets and goals.
B Produce a personal progression plan	

Key teaching areas include:	
Knowledge	**Skills**
• Researching learning and future career opportunities • Using tools and strategies to help make decisions, e.g. conducting a SWOT analysis and setting SMART targets • Identifying sources of information • Know where to go to seek further information, advice and guidance when needed • The process of applying for courses and jobs	• Planning • Personal social • Managing information

Unit content

Approach (how the learner should approach this unit)

- Reflect on their current personal skills, knowledge and understanding.
- Consider the learning, training and future career options available to them.
- Seek information relevant to their initial preferred options.
- Make decisions in order to begin to formulate a plan.
- Adopt a multiple stage approach to planning.
- Produce a detailed plan identifying short-, mid- and long-term targets.
- Review and revise plans.

Knowledge

- Sources of information for a range of progression opportunities, e.g. internet sites, local and national press, more experienced people, local employers, agencies.
- Use feedback from a variety of sources, such as previous exam results, test scores, interview experiences, to set realistic targets.
- Develop strategies to assess their current knowledge and skills levels and ways to make improvements.
- Be aware and realistic of time constraints associated with learning, training and achieving professional status, e.g. FE (further education), HE (higher education), postgraduate study.
- Access tools such as SWOT (Strengths, Weaknesses, Opportunities, Threats) and SMART (Specific, Measurable, Achievable, Realistic, Timely) targets to help focus their planning.
- Investigate their options in a variety of ways.
- Present their plans in an appropriate format.
- Adjust plans based on feedback received.
- Understand the process of applying for courses and jobs, e.g. CVs, application forms and interviews.

Skills

- Planning, e.g. setting goals (short-, mid- and long-term), resources, time factors.
- Personal social: flexibility, resilience, determination on adapting and achieving goals, reflection, decision making.
- Managing information, e.g. organisation, research, presentation.

Assessment Criteria

Learning aim A: Research opportunities for personal and professional progression Evidence must include: List of sources, screenshots, tables identifying the research carried out to help inform the learner's progression options available.
A.P1 Explore a range of personal and professional progression opportunities.
Guidance for assessors
For P1 Learners will draw upon past and current experiences and conduct research using different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve the selected progression opportunities.
Learning aim B: Produce a personal progression plan Evidence must include: Some analysis, processes or strategies to inform the creation of a personal progression plan with short-, medium- or long-term targets.
B.P2 Use tools and strategies to help inform your progression plan.
B.P3 Produce your progression plan.
Guidance for assessors
For P2 and P3 Learners will produce a personal progression plan that includes an explanation of the intended progression opportunity. They will carry out a SWOT analysis, clearly showing how their skills and behaviours meet or do not meet the intended progression opportunity. They will set SMART targets where gaps in their skills and behaviours are eviden,t explaining why these targets will help them achieve the intended progression opportunity.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

Activities: Introduction to the unit

Tutor-led activity to introduce the purpose and requirements of the unit including, ways of working, expected personal learning outcomes, assessment methods and ground rules to ensure open safe discussions.

Tutor-led activity on what we mean by progression planning, e.g. identifying goals and targets based on our interests and the steps we need to consider towards achieving these.

Tutor-led whole-group activity on aspirations – compiling a collective list of 'where we would like to be in five years' time, considering personal relationships, jobs and careers or engagement in learning and training.

Tutors could discuss the importance of the role played by factors such as a positive self-image and attitude, adaptability and the ability to cope with change. In group discussions, learners could consider the importance of personal skills and qualities that enable career progression. For example, motivation, determination, flexibility, empathy, respect for the beliefs or opinions of others and the desire/ability to learn new skills.

A range of self-assessment tools should be used to ensure learners arrive at a balanced conclusion about their qualities, skills and attributes. Activities could involve learners working with a careers consultant, having one-to-one discussions with tutors, family and peers and by completing paper and online self-assessment tools.

Learners need to be introduced to a variety of next steps and careers information that they can use to research, clarify and review their progression choices. Learners should be encouraged to consult a wide variety of resources such as the internet, local and national publications, careers advisers, job centres and people from the world of work.

Learners should be encouraged to draw on information contained in prospectuses, websites, skills and interest self-assessments, job profiles, articles in magazines, trade and professional journals, newspapers, employment agencies, information from professional bodies and conclusions from conversations with peers, relatives, past and present employers and tutors.

The importance of recording achievements on a regular basis, reviewing targets regularly and making changes as necessary could be introduced to learners through a whole-group discussion. The tutor could timetable regular review dates for learners.

Suggested time: about 4 hours.

Job and career motivators

Reviewing initial career choices – building on the where are you in five years – consider the reasons behind your interest – job satisfaction, social status, money and position.

Tutor-led discussion– the aim of the activity is to explore learner perceptions of future potential job roles and raise awareness of some realities. It is not meant to crush aspirations, just to pose questions. Small groups are presented with a range of cards with job roles such as: performer, teacher, nurse, doctor, solicitor, chef, blogger, DJ, shop assistant, IT technician, childminder etc. The groups are then given a range of descriptive cards outlining average salaries, day-to-day work tasks, working hours and conditions etc. and asked to match to the likely job roles.

Reviewing responses.

Suggested time: about 2 hours.

Finding out about progression opportunities (short-term planning)

Guest speakers such as personnel from the tutor's place of work, employers, careers specialists and local volunteer coordinators could be invited to talk about opportunities available in learning and work. Employers offering apprenticeships and other recruiters could also talk about their work opportunities.

Learners could be directed to the numerous websites which refer to relevant opportunities.

Small-group discussion about the benefits of work experience and volunteering. This may include: increased self-esteem or self-confidence; sense of achievement; understanding the law in relation to work; career opportunities; further training available; new skills; making new friends; tackling new activities, developing skills needed for employment; understanding how activities benefit the community.

Using a timeline of 6 months, 1-2 years and 5 years, learners plot their personal progression.

Individual work on compiling a CV and filling out an application form.

Role plays on interviews.

Suggested time: about 2 hours.

Longer-term career planning

Tutor-led discussion to explain stages in career development: how one job role or stage of career development may lead to another; ongoing nature of career progression; building skills and knowledge as an ongoing process; moving up through organisational structure; increasing understanding of a task or skill from basic to more advanced level; learning new skills could lead to new job role; taking on new responsibilities voluntarily could lead to paid promotion.

Learners could work in groups using case studies of different career pathways to note entry requirements, progression routes, ways of combining different qualifications and different styles of learning and assessment. Learners should record any information which is relevant to their own career pathway.

In small groups learners consider various forms of work and study opportunities, e.g. part-time studies or courses, courses or studies subsidised or paid for by an employer, full-time studies/courses, online courses, promotional opportunities at work, training and personal development opportunities, work shadowing and cross-company projects.

In small groups learners will explain the career benefits of work or study opportunities, e.g. learn new skills, gain a qualification, improve status or reputation, fit in with lifestyle, fit in with schedule, fit in with childcare responsibilities, potential for pay rise or improvement in employment prospects.

Group discussion on the topic of 'a job for life' how likely is it that we will remain in one job throughout our working lives? What factors or situations may occur that mean we need to change jobs/careers? How do we identify the transferable knowledge and skills we have and apply them to other roles?

Suggested time: about 6 hours.

Skills, behaviours and attitudes for study and work

Discussions on the expectations of tutors, trainers and employers, e.g. being punctual, following instructions, meeting task deadlines, asking for help when needed, communicating and negotiating where issues arise.

You're hired! Learners could respond to scenarios or role play interviewing candidates for a part-time local job or compare application forms to decide who the best candidates are.

Sustaining the course or job – discussions, case studies to consider how the following may help or hinder keeping on course or sustaining a job.

Qualities: e.g. drive, self-reliance, self-discipline, adaptable, resourceful, responsible, resilient, honest, thorough, initiative, empathy.

Attitudes: e.g. positive, self-starting, can do, look at the bigger picture, if something is worth doing it is worth doing well, never give up, do not put off until tomorrow what you can do today.

Skills: e.g. listening, checking for understanding and clarifying instructions, action planning, teamwork, delegating; coordinating teamwork, problem solving, reporting, dealing with group dynamics, personal organisation, decision making, taking calculated risks, management, leadership, networking.

You're fired! – group discussions on a range of scenarios where an employee is fired, e.g. being continually late for work, under performance, over performance, not meeting task deadlines,

At risk of failing a course – variations of the scenarios above.

Whole-group feedback on the impact of the above on an individual's health and wellbeing, e.g. self-esteem, future job prospects, negative reputations etc.

Counter discussions on where positive situations occur, e.g. receiving praise, promotion opportunities, gaining good grades and feedback that help with our sense of achievement.

Whole-group responses as to what is meant by terms such as: going the extra mile, giving 110% and a good team player.

Suggested time: about 6 hours.

Activity: Preparing for assessment

Tutor-led recap – reminder of what is expected and given deadlines.

Individual reflection activity – learners are asked to reflect on their learning and consider their response to the assessment task.

The goals and timeline in the career progression plan should be confirmed by a tutor, line manager or another appropriate person. The plan should include basic suggestions on how the progress and appropriateness of the plan could be reviewed on an ongoing basis.

Discussion on how to present assessment evidence with an emphasis on learner choice, e.g. electronic, handwritten, charts, diagrams, templates or forms.

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development. Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

Reviewing career progression plans: deciding appropriate times to review career progression plan; revising original career progression plan. Using feedback from appropriate sources, e.g. tutor, employer, others in similar careers, mentors, family and peers.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including both knowledge and skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

Suggested task(s)

Your assessment task is to develop a detailed personal progression plan that identifies the stages towards achieving your desired outcome. Firstly, you will need to find out the range of opportunities available to you in the short-, mid- and long-term. Consider your own suitability to the long-term goal and reflect on your current skills and knowledge. Your plan will need to cover any entry requirements to your next progression stage. You will need to decide how to present your findings, perhaps as a list of stages with accompanying comments, a flow chart, report or presentation.

Appendix 1 Glossary of terms used for units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Accurate	Perform processes and procedures without error.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Creative	Use techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – 'painting a picture with words'.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Limited	Show partial, restricted or a simple use of skills or understanding.
Outline	Learners' work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
Simple	Use straightforward skills or understanding to complete a given activity or task.
Summarise	Learners express the condition of, or facts about something, definitely or clearly.

This is a key summary of the types of evidence used for BTEC Entry to Vocational Study suite of qualifications.

Type of evidence	Definition and purpose
Vocational context	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.

Appendix 2 Mapping to RSE Curriculum

Relationships and Sex Education (RSE)	Reference	Reference to Pearson unit	Pearson unit title
Physical health and fitness	PHF	Unit 1	Improving Physical Health and Wellbeing
Healthy eating	HE		
Drugs, alcohol and tobacco	DAT		
Health and prevention	HP		
Changing adolescent body	CAB		
Basic first aid	BFA		
Mental wellbeing	MW	Unit 2	Maintaining Emotional Wellbeing
Internet safety and harms	ISH		
Families	F	Unit 3	Developing Social Health and Wellbeing
Respectful relationships, including friendships	RR		
Online and media	OM		
Intimate sexual relationships including sexual health	ISR	Unit 4	Maintaining Sexual Health and Wellbeing
Being safe	BS		

	Unit Title	Ref	
1	Improving physical health and well being	PHFa	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
		PHFb	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill health
		PHFc	about the science relating to blood, organ and stem cell donation
		HEa	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
		DATa	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
		HPa	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
		HPb	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
		HPc	the benefits of regular self-examination and screening
		HPd	the facts and science relating to immunisation and vaccination
		HPe	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
		CABa	key facts about puberty, the changing adolescent body and menstrual wellbeing
		CABb	the main changes which take place in males and females, and the implications for emotional and physical health
		BFAa	basic treatment for common injuries
		BFAb	life-saving skills, including how to administer CPR.15
		BFAc	the purpose of defibrillators and when one might be needed

	Unit Title	Ref	
2	Maintaining emotional wellbeing	MWa	how to talk about their emotions accurately and sensitively, using appropriate vocabulary
		MWb	that happiness is linked to being connected to others
		MWc	how to recognise the early signs of mental wellbeing concerns
		MWd	common types of mental ill health (e.g. anxiety and depression)
		MWe	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
		MWf	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
		MWg	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
		ISHa	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising information is targeted at them and how to be a discerning consumer of information online
		ISHb	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
3	Developing social health and wellbeing	Fa	that there are different types of committed, stable relationships
		Fb	how these relationships might contribute to human happiness and their importance for bringing up children
		Fc	what marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
		Fd	why marriage is an important relationship choice for many couples and why it must be freely entered into
		Fe	the characteristics and legal status of other types of long-term relationships
		Ff	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
		Fg	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
		RRa	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship

	Unit Title	Ref	
		RRb	practical steps they can take in a range of different contexts to improve or support respectful relationships
		RRc	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
		RRd	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
		RRe	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
		RRf	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
		RRg	what constitutes sexual harassment and sexual violence and why these are always unacceptable
		RRh	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
		OMa	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
		OMb	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
		OMc	not to provide material to others that they would not want shared further and not to share personal material which is sent to them
		OMd	what to do and where to get support to report material or manage issues online
		OMe	the impact of viewing harmful content
		OMf	that specifically sexually explicit material, e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
		OMg	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
		OMh	how information and data is generated, collected, shared and used online

	Unit Title	Ref	
4	Maintaining Sexual Health and Wellbeing	ISRa	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
		ISRb	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
		ISRc	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
		ISRd	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
		ISRe	that they have a choice to delay sex or to enjoy intimacy without sex
		ISRf	the facts about the full range of contraceptive choices, efficacy and options available
		ISRg	the facts around pregnancy including miscarriage
		ISRh	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
		ISRi	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
		ISRj	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
		ISRk	how the use of alcohol and drugs can lead to risky sexual behaviour
		ISRl	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
		BSa	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
		BSb	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Appendix 3: BTEC Assignment Brief

Qualification	
Unit or Component number and title	
Learning aim(s)	
Assignment title	
Assessor	
Hand out date	
Hand in deadline	

Scenario or Context	

Task 1	
Checklist of evidence required	

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:

Task 2	

Checklist of evidence required	
Criteria covered by this task:	
Unit/Criteria reference	**To achieve the criteria you must show that you are able to:**

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	*e.g. work sheets, risk assessments, case study*

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