

Specification

Edexcel Level 1 qualifications

Edexcel Level 1 Award and Certificate in
Personal and Social Development (QCF)

First teaching from September 2009

Edexcel Level 1 Diploma in
Personal and Social Development (QCF)

First teaching from June 2011

Issue 3

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

The units numbered 11-36 in this qualification have been developed in association with the Wolverhampton 14-19 Development Team. These units cover both the statutory and non statutory elements of the Personal Development Curriculum for learners in schools.

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Martin Stretton

Prepared by Jane Boehm

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Qualification titles covered by this specification

Edexcel Level 1 Award in Personal and Social Development (QCF)

Edexcel Level 1 Certificate in Personal and Social Development (QCF)

Edexcel Level 1 Diploma in Personal and Social Development (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learner's final certification documentation.

The QNs for the qualifications in this publication are:

Edexcel Level 1 Award in Personal and Social Development (QCF)	500/5859/9
Edexcel Level 1 Certificate in Personal and Social Development (QCF)	500/6829/5
Edexcel Level 1 Diploma in Personal and Social Development (QCF)	600/1845/5

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These qualification titles are approved by Ofqual as being vocational components of Foundation Learning.

What are level 1 qualifications?

Level 1 qualifications are designed to enhance learners' life and work skills in a range of different contexts. They are appropriate for a diverse range of learners including:

- 14-19 year-old learners
- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications
- those with specific learning needs.

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs
- Diplomas
- apprenticeships
- supported employment
- independent living.

The qualifications attract School and College Achievement and Attainment Tables points (SCATT) that equate to similar-sized general qualifications.

These qualifications are for learners who need to develop their personal and social development skills. The units cover areas such as developing own skills and setting goals; social skills such as managing relationships and working with others; knowledge for living in the wider community such as rights and responsibilities and community action; and life skills such as healthy living, budgeting and preparing for work.

Learners are likely to be in school working at Level 1 (Key Stage 3) or young adults with few qualifications, and with significant skills gaps. Some learners may be returning to learning after a significant period of time out of formal education. These learners may be looking to gain skills to help them enter or return to employment. Confidence building and raising self-esteem will be a critical element of these qualifications.

Edexcel Level 1 Award in Personal and Social Development (QCF) (6 credits)

The 6-credit Edexcel Level 1 Award in Personal and Social Development (QCF) provides an introduction to the skills, qualities and knowledge that may be required for employment and day-to-day life.

Also included in these level 1 units are a range of themed units which map to the statutory personal development curriculum for schools at Key Stage 3. The units chosen will be decided at centre level however, a map indicating coverage of this curriculum is in *Annexe B*. These units have also been mapped to the Every Child Matters outcomes see *Annexe C*.

Edexcel Level 1 Certificate in Personal and Social Development (QCF) (13 credits)

The 13-credit Edexcel Level 1 Certificate in Personal and Social Development (QCF) extends the focus from the Edexcel Level 1 Award in Personal and Social Development (QCF). It allows learners to cover a wider range of knowledge and practical skills required for different areas of work preparation, personal and social development.

For adult learners this Certificate can extend knowledge and understanding when preparing for work. It is a suitable qualification for those wishing to change career as there are many units offering guidance for job search and interview technique.

Also included in these level 1 units is a range of themed units which map to the statutory personal development curriculum for schools at Key Stage 3. The units chosen will be decided at centre level; however, a map indicating coverage of this curriculum is in *Annexe C*. These units have also been mapped to the Every Child Matters outcomes see *Annexe D*.

Edexcel Level 1 Diploma in Personal and Social Development (QCF) (37 credits)

The 37-credit Edexcel Level 1 Diploma in Personal and Social Development (QCF) extends the focus from the Edexcel Level 1 Award and Certificate in Personal and Social Development (QCF). It allows learners to cover a wider range of knowledge and practical skills required for different areas of work preparation, personal and social development.

For adult learners this Diploma can extend knowledge and understanding when preparing for work. It is a suitable qualification for those wishing to change career as there are many units offering guidance for job search and interview technique.

Also included in these level 1 units is a range of themed units which map to the statutory personal development curriculum for schools at Key Stage 3. The units chosen will be decided at centre level; a map indicating coverage of this curriculum is given in *Annexe C*. These units have also been mapped to the Every Child Matters outcomes (see *Annexe D*).

Key features of the Edexcel Level 1 in Personal and Social Development (QCF)

The Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF) have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills including personal skills, and techniques, and attributes essential for successful performance in working, personal and social life
- achieve a nationally recognised level 1 related qualification
- progress to related general and/or vocational qualifications.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have a set of rules of combination.

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from other units
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

Rules of combination for the Edexcel Level 1 (QCF) qualifications

When combining units for the Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel Level 1 Award in Personal and Social Development (QCF)

- 1 Qualification credit value: a minimum of 6 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 4 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel Level 1 Certificate in Personal and Social Development (QCF)

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 7 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel Level 1 Diploma in Personal and Social Development (QCF)

- 1 Qualification credit value: a minimum of 37 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 19 credits.
- 3 All credits must be achieved from the units listed in this specification.

When making choices about which units to offer learners, it is strongly recommended that centres avoid, as far as possible, those with similar titles and overlapping content. For example, it would be inadvisable to combine *Healthy Living* (Entry 2) with *Healthy Living* (Entry 3) and *Healthy Lifestyles* (Level 1) or *Working Towards Goals* (Entry 2) with *Working Towards Goals* (Entry 3) and *Working Towards Goals* (Level 1).

The three units entitled Project in Sustainability at Entry Level 3, Level 1 and Level 2 (unit reference numbers D/601/3156, R/601/3168, Y/601/3172) are available only to learners taking the Certificate- and Diploma- sized qualifications. Learners taking the Award cannot select any of these units.

Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF) units

The Award is a 6-credit qualification. To achieve the Edexcel Level 1 Award in Personal and Social Development a learner must gain a minimum of 4 credits from the units listed below. A further 2 credits may be achieved from either the units listed below or from units in the Edexcel Entry Level 2 and 3 Award and Certificate in Personal and Social Development (QCF), or the Edexcel Level 2 Award and Certificate in Personal and Social Development (QCF). For further information please refer to these specifications on our website: www.edexcel.com.

The Certificate is a 13-credit qualification. To achieve the Edexcel Level 1 Certificate in Personal and Social Development Level 1 a learner must gain a minimum of 7 credits from the units listed below. A further 6 credits may be achieved from either the units listed below from units in Edexcel Entry Level 2 and 3 Award and Certificate in Personal and Social Development (QCF), or the Edexcel Level 2 Award and Certificate in Personal and Social Development (QCF). For further information please refer to these specifications on our website: www.edexcel.com.

The Diploma is a 37-credit qualification. To achieve the Edexcel Level 1 Diploma in Personal and Social Development (QCF) a learner must gain a minimum of 19 credits from the units listed below. A further 18 credits can be achieved from either the units listed below or from units in Edexcel Entry Level 2 and 3 Award and Certificate in Personal and Social Development (QCF), or the Edexcel Level 2 Award and Certificate in Personal and Social Development (QCF). For further information please refer to these specifications on our website www.edexcel.com.

Unit number	Unit title	Credit	Level
Level 1 units			
1	Working Towards Goals	2	Level 1
2	Dealing with Problems in Daily Life	2	Level 1
3	Working as Part of a Group	2	Level 1
4	Developing Self	2	Level 1
5	Managing Social Relationships	2	Level 1
6	Individual Rights and Responsibilities	1	Level 1
7	Community Action	2	Level 1
8	Healthy Living	2	Level 1
9	Preparation for Work	2	Level 1
10	Managing Own Money	2	Level 1
11	Understanding Personal Identity	1	Level 1
12	Healthy Lifestyles	1	Level 1
13	Managing Personal Risk	1	Level 1

Unit number	Unit title	Credit	Level
	Level 1 units		
14	Personal and Social Relationships	1	Level 1
15	Exploring the Impact of Diversity in Our Communities	1	Level 1
16	Career Progression *	2	Level 1
17	Financial Capability	1	Level 1
18	Managing Financial and Career Risk	1	Level 1
19	Economic and Business Understanding	1	Level 1
20	The Role of the Individual in a Democratic Society	1	Level 1
21	Government and Justice in the UK	1	Level 1
22	Rights and Responsibilities of a Citizen in a Democracy	1	Level 1
23	The Changing Nature of Society in the United Kingdom	1	Level 1
24	The role of the United Kingdom in Worldwide Organisations	1	Level 1
25	Skills for Employment	1	Level 1
26	Making Informed Career and Progression Choices	2	Level 1
27	Opportunities in Learning and Work	1	Level 1
28	Understanding Careers and Employment through Experiences of Work	1	Level 1
29	Learning from More Experienced People *	2	Level 1
30	How and Why Businesses Operate	1	Level 1
31	Working Practices and Environments	1	Level 1
32	Self Development for Your Career	1	Level 1
33	Exploring Career Choices	1	Level 1
34	Career Management	1	Level 1
35	Planning an Enterprise Activity *	1	Level 1
36	Running an Enterprise Activity *	1	Level 1
37	Developing Personal Skills for Leadership	2	Level 1
38	Practising Leadership Skills With Others	2	Level 1
39	Sustainable Buildings	1	Level 1
40	Purchasing and Waste Management	1	Level 1
41	Project in Sustainability Δ	3	Level 1

Unit number	Unit title	Credit	Level
	Entry 2 units		
1	Working Towards Goals	2	Entry 2
2	Dealing with Problems in Daily Life	2	Entry 2
3	Working as Part of a Group	2	Entry 2
4	Developing Self	2	Entry 2
5	Managing Social Relationships	1	Entry 2
6	Individual Rights and Responsibilities	1	Entry 2
7	Community Action	2	Entry 2
8	Healthy Living	2	Entry 2
9	Preparation for Work	2	Entry 2
10	Managing Own Money	2	Entry 2
	Entry 3 units		
11	Working Towards Goals	2	Entry 3
12	Dealing with Problems in Daily Life	2	Entry 3
13	Working as Part of a Group	2	Entry 3
14	Developing Self	2	Entry 3
15	Managing Social Relationships	1	Entry 3
16	Individual Rights and Responsibilities	1	Entry 3
17	Community Action	2	Entry 3
18	Healthy Living	2	Entry 3
19	Preparation for Work	2	Entry 3
20	Managing Own Money	2	Entry 3
21	Sustainability and Our Environment	1	Entry 3
22	Project in Sustainability Δ	3	Entry 3
	Level 2 units		
1	Understanding Personal Identity	1	Level 2
2	Healthy Lifestyles	1	Level 2
3	Managing Personal Risk	1	Level 2
4	Personal and Social Relationships	1	Level 2
5	Exploring the Impact of Diversity in our Communities	1	Level 2
6	Career Progression *	2	Level 2
7	Financial Capability	1	Level 2
8	Managing Financial and Career Risk	1	Level 2

Unit number	Unit title	Credit	Level
	Level 2 units		
9	Economic and Business Understanding	1	Level 2
10	The Role of the Individual in a Democratic Society	1	Level 2
11	Government and Justice	1	Level 2
12	Rights and Responsibilities of a Citizen in a Democracy	1	Level 2
13	The Changing Nature of Society in the United Kingdom	1	Level 2
14	Worldwide Citizenship	1	Level 2
15	Skills for Employment	1	Level 2
16	Making Informed Career and Progression Choices	2	Level 2
17	Opportunities in Learning and Work	1	Level 2
18	Understanding Careers and Employment through Experiences of Work	1	Level 2
19	Learning From more Experienced People *	2	Level 2
20	How and Why Businesses Operate	1	Level 2
21	Working Practices and Environments	1	Level 2
22	Self-development for your Career	1	Level 2
23	Exploring Career Choices	1	Level 2
24	Career Management	2	Level 2
25	Planning an Enterprise Activity *	1	Level 2
26	Running an Enterprise Activity *	1	Level 2
27	Practising Leadership Skills with Others	2	Level 2
28	Project in Sustainability Δ	3	Level 2

* Indicates units which have been taken from the WorkSkills suite of qualifications. For further information please go to www.edexcel.com.

Δ To be available in the Certificate- and Diploma- sized qualifications only

Assessment

In the Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF) qualifications, all units are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria which must be used. To achieve a 'pass' a learner must have satisfied **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including performance observation, presentations, posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated on the assignment briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see the *Rules of combination for the Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF) qualification*).

In the Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF) qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- 1 credit for those learning outcomes achievable in 10 hours of learning
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

‘Credit is awarded for achievement, not for learning effort. This measure of learning time does not determine the time actually taken by any individual learner; the real time varies and is influenced by factors such as the individual’s learning style and prior learning. It is important to emphasise that learning time is not the amount of time served, for example the number of hours a learner rehearses for a performance or the number of hours a learner spends training in the workplace. Nor is learning time the hours that a learner attends a course or the sum of hours of actual participation in learning activities.’

QCA Version 3 2008

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Quality assurance of centres

Edexcel Level 1 qualifications provide a flexible structure for learners and allow for programmes of varying credits and combinations of different levels. For the purpose of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Edexcel level 1 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for Edexcel qualifications
- approval for Edexcel level 1 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and to providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. Centres will also commit to undertaking defined training and online standardisation activities.

Centres already holding approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Edexcel level 1 qualifications are set out in Centre Guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not define the mode of delivery for the Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF) qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learner needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF) qualifications are designed to give learners an understanding of the skills needed for life and work. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the needs of learners at the appropriate level, ie level 1. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Functional Skills

Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF) qualifications give learners opportunities to develop and apply Functional Skills, see mapping in *Annexe D*. Functional Skills are also offered as stand-alone qualifications at Entry level, level 1 and level 2.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to Edexcel qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF) qualifications are accredited on the QCF for learners aged pre-16 and above.

In particular sectors restrictions on learner entry might relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for their qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for Edexcel and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF) qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears alongside the unit title in the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction/abstract

The unit introduction/abstract highlights the focus of the unit. It gives the reader a snapshot of the unit abstract and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.

- ‘eg’ is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is usually divided into the following sections.

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – an outline learning plan is included in each unit and provides an indication of the learning time taken by the average learner to achieve the learning outcomes at the standard determined by the assessment criteria.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of resource material that may be of value to tutors when preparing for the delivery of the unit.

Units

Unit 1: Working Towards Goals

Unit code: J/502/0463

QCF Level: 1

Credit value: 2

Unit aim

This unit aims to help learners understand how to identify and work towards goals.

Unit introduction

This unit will help learners examine their strengths and weaknesses in relation to personal and social skills development. This is a practical unit designed to help learners identify realistic goals and work towards meeting at least one. Learners will explore and explain the benefits of achievement supported by a range of people to help them build on strengths and improve on weaknesses.

Learners' current areas of weakness will be self-evaluated, and assessed by peers and tutors. Learners will be guided in identifying a range of appropriate sources of support and will engage in structured activities which will lead to the success of a short-term goal, within a specific timescale. This will promote their independence in personal and working life.

In order to identify how effective learners have been in following an agreed plan to achieve a short-term goal, learners will be encouraged to prepare an action plan, regularly review their activity progress and amend it where necessary.

Completing this unit will contribute to learners' overall personal and social development. It will foster skills necessary to become independent in decision making and encourage learners to take responsibility for planning, reviewing and achieve of short-term goals.

The first part of the unit concentrates on identifying goals, followed by setting and working towards goals. The second part of the unit looks into preparing an action plan. The final part of the unit is about reviewing progress towards set goals.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Be able to identify and explain their goals	1.1 Describe own strengths and what they need to improve 1.2 Identify at least one goal which is important for their development 1.3 Explain why achieving the goal is important 1.4 Agree the goal with an appropriate person
2 Prepare an action plan to meet their goal	2.1 Identify the activities needed to work towards the goal 2.2 Identify timescales and deadlines for the achievement of the goal 2.3 Identify the resources needed to support them in achieving the goal
3 Be able to review progress towards achieving their goal	3.1 Follow the activities outlined in the action plan 3.2 Regularly review the activities and outcomes with an appropriate person 3.3 Identify what has been achieved and what still needs to be done 3.4 Amend the action plan to reflect their progress.

Unit content

1 Be able to identify and explain their goals

Strengths and weaknesses: identifying personal skills and qualities gained from education, work experience and other life experiences eg computer skills, numeracy, literacy, ability to relate to others, assertiveness, communication skills, reliability, trustworthiness, patience, friendliness, team skills, punctuality, emotional responses, time management, organisation skills

Goals: types of goal eg improving numeracy, literacy, IT skills, improving punctuality at school/college/work, grades, changing negative behaviour, developing specific communication skills and social skills, following a healthier lifestyle, creating a CV, preparing for placement, preparing for paid or volunteer work, identifying if goals are achievable and measurable

Importance of achieving goal: different ways achieving a goal can be important eg improved life chances and opportunities, self-esteem, confidence, wider range of options in work, education and social life, improved health and wellbeing, improved earnings, build relationships, join new social groups

Appropriate person to agree goal with: appropriate person eg careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician

2 Prepare an action plan to meet their goal

Activities: types of activity eg attending training on offer by eg employer, job centre, college, school; joining healthy eating or lifestyle clubs eg diet group, self-help group, sports club or projects, attend study support; independent research eg building a CV, applying for paid or voluntary work; recording activities eg create an action plan with staff, keep a diary of events, peer and self-assessment, create a code of conduct and agree rights and responsibilities

Timescales and deadlines: realistic and measurable goal; specific timescale for short-term goal; duration of activities

Resources: people eg careers adviser, job centre, tutor, support staff, colleagues, employer, peer group, sports coach; multi-media eg internet, library books, leaflets from health centres, local newspapers

3 Be able to review progress towards achieving their goal

Regularly review activities and outcomes: reviewing completed tasks through discussion with peers and professionals; diary reflection; checklists and questionnaires; tutorial paperwork

Essential guidance for tutors

Delivery

For learning outcome 1 learners could be encouraged to examine their strengths and weaknesses in personal and social skills. Tutors could provide a SWOT (strengths, weaknesses, opportunities, threats) analysis form and devise a checklist of skills and qualities which learners will complete in order to identify their own strengths and weaknesses.

Learners could reflect on their skills gaps and describe one area they believe would benefit their development. This could relate to college, work or personal life. Learners could use self, peer and tutor feedback, review paperwork, appraisal or supervision paperwork from workplace, if applicable, to support their description of areas which need development.

Once learners have identified areas for improvement they could be encouraged to set one realistic short-term goal and agree, with an appropriate person, a plan of working towards the achievement of the goal. Learners should be supported to identify the difference between long-term and short-term goals. This can be achieved by examining a range of case studies (real-life stories of achievement in the media). The tutor could give specific goals and ask the learners to produce a chart which outlines activities that are required in order to achieve the goal, for example hand out cards with a range of goals – for example, finding a job, creating a CV, planning a party.

Learners could be encouraged, after this, to compare peers' goals and identify activities that will be required in order to achieve their own goal. Learners could also be encouraged, through group discussion, to share their personal experiences of goal achievement, detailing the stages they had to go through in order to achieve the goal. The implied agreement must be defined by the tutor and learners should sign documentation to reflect agreement of their chosen short-term goal, with an appropriate person.

For learning outcome 2 learners could begin to create an action plan which outlines their goal, lists activities planned, identifies resources needed and includes a proposed date of completion. Tutors could encourage learners to identify what steps are required to achieve their specific goal. The use of case studies and recall of personal experiences can be used as a prompt for learners to consider typical stages of goal development.

Learners must be guided in selecting appropriate individuals and/or specific resources that could support them to achieve their goal, for example a Connexions adviser, dietician, sports coach, relevant textbooks, leaflets and websites. A list of resources should be created by the tutor and given to learners so they can identify relevant sources of information to use independently.

Learners should be made aware of the importance of allocating deadlines and working within specific timescales. They could be encouraged to consider the consequences of failing to meet deadlines through the use of case studies. Learners must estimate timescales for the achievement of their chosen goal and their action plan should reflect this. At this stage learners should be encouraged to start recording diary entries in order to view progress which links with learning outcome 3.

For learning outcome 3 learners could follow the activities outlined in their action plan and amend appropriately wherever necessary. Monitoring of the learners' progress will be necessary (tutors should identify at least two review dates with learners in order to assess progress). Tutors should encourage learners to reflect on their action plan, diary entries, checklist results and discussion with peers, tutors and other support, in order to identify what has been achieved.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – to clarify range of skills, qualities.</p> <p>Activity – design checklist to use when assessing personal skills and qualities.</p> <p>Practical – use checklist to record own skills and qualities.</p> <p>Assessment – identify strengths and what needs to be improved on checklist.</p> <p>Group discussion:</p> <ul style="list-style-type: none"> • What are goals? Why are goals important? • difference between short- and long-term goals • need for goals to be realistic. <p>Guest speakers – to speak about personal goals set and achieved.</p> <p>Tutor demonstration – using SWOT analysis to identify goals using a case study.</p> <p>Practical – using SWOT analysis to identify personal goals.</p> <p>Assessment – record one goal for own development and reasons why achievement of goal is important. One-to-one tutorial to agree goal.</p>
<p>Tutor-led discussion – ‘What is action planning?’ ‘How to use action planning to help achieve goals’ ‘Why do plans need to be reviewed and amended?’</p> <p>Group discussion – what should be included in an action plan? Agree an action plan template.</p> <p>Activity – use action plan template to record activities needed to work towards agreed goal, timescales and deadlines for achievement.</p> <p>Activity – present plans to group for peer assessment of feasibility.</p> <p>Research – resources needed to support achievement of goal.</p> <p>Assessment – record activities, timescales, deadlines and resources needed.</p>
<p>Practical – carry out planned activities.</p> <p>One-to-one tutorial to review activities and outcomes.</p> <p>Assessment – record achievements and what activities still need to be done and make amendments to action plan.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet the requirements of assessment criteria 1.1 and 1.4 learners could complete a checklist showing ranges 1-5 (1 being weak, 5 being strong) of their personal and social skills, alongside a statement of their opinion on what areas need improvement, outlining the benefits of developing specific weaknesses. Learners could use tutor review paperwork, appraisal/supervision paperwork from workplace, if applicable, as supporting evidence.

To meet 1.2 evidence of a discussion with the tutor outlining learners' chosen short-term goals could be produced. To achieve 1.4 documentation which reflects an implied agreement of short-term goal between the learner and tutor will be sufficient (documented evidence could include an informal contract or witness statement).

To meet the requirements of assessment criteria 2.1, 2.2 and 2.3 learners could complete an action plan which lists activities they will undertake in order to achieve their goal, identifies sources of support they will be using and outlines proposed completion dates for each activity.

In order to meet 3.1 learners could produce appropriate evidence which supports their action plan, so as to ascertain the activities that have been undertaken. This could be in the form of photographs, video footage, witness statements, employer feedback, review and tutorial paperwork.

To achieve criteria 3.2 and 3.3 documented evidence of learners taking part in regular reviews with their tutor will be sufficient. To achieve criterion 3.4 an action plan, showing amendments made by the learner or appropriate others, should be produced.

Essential resources

Learners will need access to professionals who can support them in achieving specific goals (for example careers adviser, literacy or numeracy tutor).

Indicative resource material

Websites

www.connexions-direct.com/index.cfm?pid=65	Connexions
www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork	Directgov
www.fasttomato.com	Fast Tomato – careers advice for teenagers
www.lifecoachexpert.co.uk	Life coach

Unit 2: Dealing with Problems in Daily Life

Unit code: L/502/0464

QCF Level: Level 1

Credit value: 2

Unit aim

The aim of this unit is to introduce learners to the concept of problem solving and to help them to develop skills that will enable them to tackle problems in their daily lives.

Unit introduction

This unit will help learners describe a variety of straightforward problems and apply a range of strategies and procedures for tackling them. It is a practical unit, designed to support learners in identifying straightforward problems and working towards solving them, with support from a range of appropriate people and organisations. Activities undertaken during this unit will promote a 'can do' attitude which will be useful to learners throughout their personal and working lives.

Learners will be given the opportunity to choose from a range of given problems or to decide on tackling a problem which affects their school or college or them personally. Learners will explore specific problems and their effects, as well as strategies used to tackle problems, and will outline the methods and skills used to complete a comprehensive review.

Learners will create a well-defined plan which will be used to record progression and evaluate the final outcome with some support from appropriate professionals.

Completing this unit will contribute to learners' overall personal and social development. The practical approach used throughout this unit will give learners the skills they need to solve problems independently.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know how to recognise a straightforward problem and identify ways to tackle it	1.1 Describe a straightforward problem and describe its effects 1.2 Suggest ways in which they might tackle the problem 1.3 Select a way to tackle the problem and agree it with an appropriate person
2 Be able to plan and carry out activities to tackle a problem	2.1 Plan the activities needed to tackle the problem 2.2 Identify resources to help tackle the problem 2.3 Carry out planned activities
3 Be able to carry out a review of their methods and the skills they used in tackling the problem	3.1 Review the approach used to tackle the problem 3.2 Describe what went well and what did not go so well 3.3 Identify whether the problem has been solved.

Unit content

1 Know how to recognise a straightforward problem and identify ways to tackle it

Straightforward problems: problems which individuals can resolve with advice and support; problem within daily life eg burst water pipe at home, car breakdown, missing last bus home, losing passport; personal problems eg unable to pay back a loan to a friend, landlord increases rent; family problems eg family member made redundant, family caring responsibilities; problems with other people eg being bullied at college or work; community problem eg litter in college, no recycling facilities

Recognition of problem: effects of problem eg family caring responsibilities, unable to continue with part-time work to support studies, no time to complete course-work, need to leave course, limited employment opportunities in future, low self-confidence, health affected

Ways to tackle problem: stay calm, seek advice and help from individuals and organisations; consider personal safety; weigh up different options; consider feasibility; consider costs; decide on course of action; record plans for action

Appropriate person: appropriate people relevant to problem, eg parent, friend, teacher, personal tutor, police officer, careers adviser, student counsellor, GP, health visitor, social worker, representative on student council, mentor, learning support tutor, librarian, trade union representative

2 Be able to plan and carry out activities to tackle a problem

Plan activities: use resources to find out information; record all activities needed in plans

Resources: relevant to problem eg GP surgeries and health centres, social work department, government agencies, utilities, Citizens Advice Bureau; voluntary organisations, local and national telephone directories, online directories tutors, peers, local newspapers, documentaries, skills website, individual learning plan, review and tutorial paperwork, code of conduct, peer group, work colleagues, friends, relatives; libraries

Carry out activities: follow plan; keep records of actions eg copies of letters and emails, records of phone calls, date, name of person spoken to, records of meetings; record of tutorials; evidence from websites; copies of relevant leaflets

3 Be able to carry out a review of their methods and the skills they used in tackling the problem

Review: consideration of the effectiveness of planning; effectiveness of approach taken to resolve problem; what was successful; what was less successful; consider evidence eg review and tutorial paperwork, minutes of meetings, student surveys, public opinion, discussion with peers, appropriate professionals

Identifying whether problem has been solved: solutions to types of problem eg burst pipe fixed and no longer leaking, car fixed, loans repaid, no further conflict with family or friends, solutions found for family caring responsibilities leading to more time for study; improved self-esteem and confidence; sources of evidence eg results from tests, review and tutorial targets, individual learning plan, witness testimonies, observation statements, minutes of meetings, incident report

Essential guidance for tutors

Delivery

In learning outcome 1 learners could describe a range of common problems faced in home, work and college life, using group thought showers. Once they have described appropriate problems, learners could be encouraged in their groups to consider the negative effects of specific problems and the positive feelings brought about by tackling them. They could then apply the knowledge gained from group discussion in a display. Learners' could be encouraged to use positive feelings in attempting to tackle problems, the benefits of this approach need to be explained. Benefits include increased energy, self-reliance, sense of belonging, value and worth, which will support development of self-actualisation. Maslow's theory on the hierarchy of needs would complement this delivery.

A range of sensitively chosen case studies or role-play scenarios could be introduced at this stage, so that learners can apply the strategies considered during their warm-up task. Alternatively, learners could identify a personal problem they would like to tackle or a current issue that needs addressing in their school or college or community.

Tutors could encourage learners to become involved in student council meetings if they have decided to look at a problem faced by the educational establishment or invite guest speakers from the local community if this is a preference. If learners have chosen to tackle a personal problem relating to school/college, individual learning plans, review and tutorial paperwork could be made available for reference. Learners could create a plan or logbook at this stage, which proposes ways of tackling the problem (planned activities). This could be viewed by the tutor and agreed with the learner.

For learning outcome 2 delivery will differ depending on the chosen problem. For example, if learners are using case studies they could be encouraged to recall past experiences, if applicable, or consider media coverage of an exact or similar problem, in order to suggest appropriate support and procedures for resolution. Tutors could encourage learners to locate suitable resources to help tackle the 'given' problems and support them in identifying relevant sources of support that match their chosen problem.

Learners will need to develop their plan or logbook at this stage by including well-defined activities they have undertaken, resources they have used and skills they have developed as a result. This plan or logbook could be considered a working document and could be viewed frequently by tutors to ensure learners are proactive. Where necessary, tutors should, give guidance which encourages the learner to consider alternative activities, support and resources.

For learning outcome 3 tutors could monitor development of the learners' plan or logbook, as outlined in learning outcomes 1 and 2, facilitate group feedback on approaches used to tackle individual problems and encourage learners to collate supporting evidence, for example, minutes of meetings, review paperwork, documented discussion with others, witness statements, observation reports, individual learning plan and photographs. Learners may need support in identifying whether or not the problem has been solved.

As an example of good practice, tutors could encourage learners to set new targets as a result of the review process. These could be used at a later stage or to complement other units.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Group discussion – ‘What are straightforward problems?’ ‘What is the difference between a straightforward and a complex problem?’</p> <p>Activity – thought shower types of straightforward problems to include problems with daily living, personal problems, family problems, community problems.</p> <p>Group work – consider the negative effects on the individual of different problems and effects on the individual in tackling and solving those problems.</p> <p>Tutor-led discussion – ways to tackle problems. Reasons to choose correct way to tackle problems. ‘What would happen if?’</p> <p>Interview family and friends about how they have tackled straightforward problems.</p> <p>Guest speakers (different providers of support) – provide information on ways they help individuals tackle problems.</p> <p>Group discussion – how to plan to tackle problems. ‘What needs to be considered when planning?’ ‘What are the stages in the process?’</p> <p>Activity – design a logbook to record problem-solving process.</p> <p>Case study – research sources of advice and support to tackle the problem, ways to tackle problem, consider best way to solve problem.</p> <p>Practical – presentation of case study to group demonstrating ways problem will be tackled.</p> <p>Group discussion – ‘Was this the best way to tackle the problems?’ ‘Was this the best order to do things?’ ‘Were all options considered?’</p> <p>Activity – individual recording of a problem to solve, its effects and ways to tackle problem in logbook.</p> <p>One-to-one tutorial to agree a way to tackle the problem.</p> <p>Assessment – record information about straightforward problem selected, its effects, ways to tackle problem and way agreed.</p>
<p>Group discussion – ‘What information about the problem-solving process needs to be kept?’ ‘Why is it important to record all activities?’</p> <p>Practical – research activities and resources needed to tackle the problem in the way agreed. Record planned activities and resources in logbook.</p> <p>Practical – carry out planned activities. Record actions in logbook.</p> <p>Assessment – learner presents logbook to include plans, resources. Evidence of carrying out activities, for example, witness statements, records of phone calls, copies of emails.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To meet the requirements for assessment criterion 1.1 learners could complete a group display describing a range of straightforward problems and the negative effects of these. To meet 1.2 and 1.3 learners will need to describe at least two ways of tackling a problem before selecting one way to use in this unit. Learners need to have evidence that their chosen way has been agreed with an appropriate person and this can be evidenced in their plan or logbook.

In order to meet the requirements for assessment criteria 2.1, 2.2 and 2.3 learners need to use their well-defined plan or logbook that describes their chosen or given problem, shows a plan of activities of what they intend to do to solve their problem, identifies their activities and provides evidence that they have carried out their planned activities. They must identify at least two resources they need to help them tackle the problem, stating how they might be used. This plan or logbook is a working document which should reflect changes made during the problem-solving process as a result of reviewing.

To meet the requirements of 3.1 the learner needs to independently identify whether the methods chosen to tackle the problem were a success. The learner will need to consider whether the approach chosen solved the problem as well as give a reflective account of which activities were more successful than others.

To meet 3.2 and 3.3 learners need to describe two successful and two less successful areas and add a statement on their opinion of whether the problem has been solved.

Supporting evidence that will complement the learners' plan or logbook can be in the form of thought showers, results from tests, minutes from meetings, photographs, video footage, clippings from magazines, with explanation of how it relates to criteria, correspondence from supporting individuals or organisations, individual learning plans, materials created by learners, telephone directory reference, website reference, review and tutorial paperwork, school or college newsletters, witness statements, observation statements or incident reports.

Learners should be guided in referencing appropriate supporting evidence.

Essential resources

- Access to professionals who can support them in solving the given problem, for example ESOL (English as a second language) tutor.
- Local and national directories.
- Internet access.
- Access to a variety of current issue magazines.
- Student council.

Website

www.bbc.co.uk/skillswise

BBC Skills

Unit 3: Working as Part of a Group

Unit code: R/502/0465

QCF Level: 1

Credit value: 2

Unit aim

The aim of this unit is to help learners develop skills to become active contributors when working with others on group activities and to be able to review their own progress and skills development.

Unit introduction

This unit will help learners to develop the skills required for working in a group through involvement in a group work task. This includes being able to review the progress of the group and their own progress and skills development and to suggest ways they could improve.

This unit provides valuable opportunities for learners to build up skills that help to develop positive attitudes and are therefore very valuable in learning and employment. In addition, the skills required to work successfully as a group member are those which contribute to effective leadership. Leaders must have an idea of how a group works, what makes an effective group and an effective group worker. These skills include planning, taking turns in discussion, collaborating and cooperating, extending ideas through sharing with others, supporting and building on the contributions of others and receiving feedback.

In this unit learners will review their achievements as individuals and as a group and make suggestions for ways they could improve their group-work skills in a stress-free situation, providing opportunities for increased motivation and enhanced self-esteem.

The unit begins with learners establishing the ground rules needed for group-work. There will be the opportunity for learners to take part in planning the group-work task and the individual activities needed to complete the group task.

Learners then participate in a group task where they will be able to demonstrate they are able to work with others in a positive way to carry out individual tasks and achieve the aims of the group task. This includes making suggestions appropriately, dealing with instructions, dealing with feedback, supporting others and requesting support from others, when needed.

Learners then appraise the progress made by the group and their own contribution. They review aspects of the task that went well and those which were less successful. Finally, they propose ways they could improve their skills in working with others.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand how to contribute to working as part of a group in appropriate ways	1.1 Suggest appropriate ground rules for working with others 1.2 Contribute to the planning of group and individual activities
2 Demonstrate how to work as an effective group member	2.1 Work with others in a positive way to carry out individual and group activities 2.2 Make suggestions appropriately 2.3 Deal with instructions appropriately 2.4 Deal with feedback appropriately 2.5 Support others and ask for support when required
3 Review the group's progress and their contribution to it	3.1 Review the progress the group has made in working together 3.2 Describe how they contributed to the work of the group 3.3 Describe what went well and what went less well 3.4 Suggest how they could improve their skills in working with others.

Unit content

1 Understand how to contribute to working as part of a group in appropriate ways

Establishing ground rules for working as part of a group: clear goals eg ensuring everyone is listened to, respect others opinions and views, democratic decisions, sharing understanding of expected behaviour and attitudes, sharing tasks fairly, recognising individual strengths, taking ownership

Recognising skills and strengths to plan activities: organising skills eg encouraging contributions from everyone, motivating others, punctuality, reliability, creativity, helping others, accepting help from others, accepting constructive criticism; practical skills eg computer literacy, honesty and openness, flexibility, maintaining confidentiality; individual activities, eg researching and finding out about resources, travel, timetables, opening times, booking travel tickets, providing food, drinks, taking notes at meetings

2 Demonstrate how to work as an effective group member

Respect others contribution: listening to ideas of other group members without interrupting; agreeing group decisions; following decisions of group

Contribute to group decisions: offering own ideas eg suggesting solutions to problems faced by group, suggesting a better way of doing something, offering practical skills

Complete own task: following instructions for task eg completing agreed task on time, completing task to satisfactory standard

Respond to feedback from others: accepting feedback positively eg listening carefully, asking for clarification, asking for suggestions of ways to improve

Support other group members: asking other group members if they need help eg showing group members how to do something, helping group members to complete their task, completing task for absent group member

Ask for support from others: asking for help eg when instructions need explaining, when clarification needed, to complete aspects of task

3 Review the group's progress and their contribution to it

Group progress in working together: group progress eg all members contributed, individual strengths recognised, communication skills developed, learnt to trust one another

Individual contribution to group task: individual contribution eg contributed ideas to planning, asked advice from another group member, helped another group member to complete their task

Successful aspects of group task: successful aspects eg all aspects of task completed, timeframe met, group task met aim, completed to a good standard

Less successful aspects of group task: less successful aspects eg some group members were absent, some individuals did not follow agreed instructions

Improving own skills in working with others: improving own skills eg learning about responding positively to feedback

Essential guidance for tutors

Delivery

The emphasis in this unit is on developing learners' skills in working as an effective member of a group through involvement in a practical group-work task.

To establish appropriate ground rules for group working, learners could work in small groups to analyse case studies of different group-work tasks, some which were more successful than others. A question and answer session could determine the reasons for the success in the group-work, for example some people did not complete their tasks, some group members did not follow the group agreements. From this, key points could be collated on a board or flipchart.

Learners could produce posters of group-working ground rules to display in the classroom for reference throughout the unit.

Identification of the group-work task, the group members and the individual activities is required at this stage of the unit. Learners could be involved in selecting the group task. Teams could be made up of around four to seven people. In groups, learners could discuss possibilities for appropriate tasks and report back to the whole class.

Learners could develop a discussion to decide which group-work tasks are manageable, achievable and match the skills and interests of the group members in 'what if' scenarios.

The groups could work together to produce a clear plan to include all tasks involved in the group work, the roles and responsibilities of all individuals and timescales. The tutor will need to use prompts to help the group to develop this plan to ensure all activities and roles for each group member have been included. This could be presented as a mind map or a colour-coded flow chart to act as an aide memoire during completion of the group-work task.

For learning outcome 2 learners need to implement the agreed group-work task. Learners could work in groups to devise a checklist to log the group-work skills they demonstrate during the task.

Learners should be encouraged to review their own performance in the group-work task for learning outcome 3 using evidence from their checklist. This needs to include the effectiveness of their individual group-work skills and how their individual contribution affected the success of the overall group-work task.

Ways for learners to develop their group-working skills could be explored through tutorials or small group discussions.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Case studies – compare case studies of group-work tasks, some of which were more successful than others.</p> <p>Group discussion – ‘Why were some tasks less successful?’ ‘What are the features of successful group working?’</p> <p>Activity – watch DVDs or videos of group work, for example <i>The Apprentice</i>, to consider the skills and strengths of individuals which contribute to success in group-work tasks.</p> <p>Team-building activities.</p> <p>Tutor-led discussion – issues to consider when choosing a group-work task: manageable in timescale, costs, provide opportunity for all to be involved, match the skills and interests of group members – activity – groups discuss and select options for group-work task, group tutorials to agree group-work task – activity – groups plan task and allocate activities.</p> <p>Record plan and activities on a timeline. Provide a copy for all group members.</p> <p>Assessment – witness statements to support contribution to discussions for suggestions of ground rules, and flexible contribution to planning decisions.</p>
<p>Tutor-led discussion – ‘What is the value of reviewing the progress made by the group during the task?’ ‘How may individuals benefit from assessing their contribution to the task?’</p> <p>Activity – group review of progress made during group task.</p> <p>Activity – individual review of own contribution to group task and ways to improve skills in working with others.</p> <p>One-to-one tutorial to review individual contribution to group, successes, what did not go well and how to improve in working with others.</p> <p>Assessment – record assessment of group’s progress, own contribution and ways to improve skills in working with others.</p>
Assessment feedback, review and evaluation of unit.

Assessment

For assessment criterion 1.1 learners will need to list at least two ground rules required for working with others. This may be evidenced in a number of different ways, for example a leaflet, presentation or poster.

For assessment criterion 1.2 learners will need to play a part in the planning or the whole group-work task and the allocation of individual activities. This may be presented in the form of a record of group discussions. The contribution of individuals will need to be identified and assessed; this may be through witness statements, peer group assessment or by the tutor. To meet the requirements for 1.2 documentation will need to be retained for internal and external verification.

The evidence required for assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5 may be provided by a checklist completed by learners during the task. The checklist may take a variety of formats and will need to be verified by the tutor. Alternative methods of evidencing may be used, for example an observation or video recording.

For assessment criterion 3.1 learners need to assess how well the group worked together during planning and completing the group-work task. Learners may use the checklist completed during the task to review their own group-working skills for 3.2 and 3.3.

For 3.1 learners need to give brief detail about how they contributed to the work of the group.

For 3.3 learners will need to give brief detail about one aspect of their group-work task which went well and one aspect which was less successful.

For 3.4 learners will need to give brief details of more than one way to develop their skills in working with others. This could be explored through one-to-one discussion with the tutor. Responses should be recorded for verification purposes.

Essential resources

Learners will need the opportunity to work as part of a group.

Website

www.shropshire.gov.uk

Shropshire Council – Effective Practice in Education

Unit 4: Developing Self

Unit code: K/502/0469

QCF Level: 1

Credit value: 2

Unit aim

This unit aims to introduce learners to ways in which they can reflect on their personal development and how their skills, abilities and behaviours can be improved.

Unit introduction

In this unit, learners carry out self-analysis of personal strengths, abilities and behaviour and consider how they contribute to achievements. This will help learners understand the benefits of improving personal development for success in learning, employment and life in general. This reflection on personal development requires learners to confront perceived weaknesses, devise plans for self-development and implement their plan. Learners will consider the effectiveness of their self-development plans by reviewing their own progress.

Overcoming problems results in an increase in self-confidence and self-esteem whilst giving learners mechanisms for coping with even greater challenges in the future. This will benefit their personal and career development.

The unit begins with learners completing a self-analysis of their strengths and abilities. This self-analysis will help them to select an area to develop and to consider how this will benefit their personal and career development.

Following this, learners create and implement a self-development plan in order to develop one skill, ability or behaviour which they recognise as needing improvement.

Finally, learners will reflect on their progress in self-development. This includes consideration of the effectiveness of their planning and making suggestions of how future plans may be improved to achieve their aims. Learners will consider how they could continue their self-development.

Completing this unit will contribute to the development of personal learning, as well as contributing to learners' overall personal and social development.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Take an active role in their self-development	1.1 Describe personal strengths or abilities 1.2 Select an area for self-development 1.3 Explain why this area is important for their self-development
2 Be able to plan for their self-development	2.1 Prepare a plan for their identified area of self-development 2.2 List activities, targets and timelines for their self-development 2.3 Plan how to review their progress towards achieving their targets 2.4 Work through the agreed plan
3 Review their self-development and plan for the future	3.1 Review their self-development plan 3.2 Suggest improvements and amendments to the plan 3.3 Explain how they will continue with their self-development in the future.

Unit content

1 Take an active role in their self-development

Personal strengths and abilities: communication skills eg dual language speaker, good listener; practical skills, eg cooking, driving, IT skills; personal qualities eg reliable, flexible, punctual, willing, confident, patient, friendly, helpful, persistent, well motivated, empathetic; abilities eg able to encourage others, able to persuade others, good at resolving conflict; experience eg working with children, working in a team

Analysis of personal strengths and weaknesses: self-analysis using tools eg strengths, weaknesses, opportunities, threats (SWOT) analysis; discussion with tutors, employers, line managers or peers to identify strengths and areas to develop; matching skills to personal achievements; relating abilities to successes; acknowledging personal skills, qualities and abilities required for further success and achievements

2 Be able to plan for their self-development

Planning: identifying area for improvement; ensuring target is manageable and achievable in time eg specific, measurable, achievable, realistic, timed (SMART) targets; setting clear goal; specify small steps; identifying resources required eg people who can help, practical resources; monitoring progress eg by using a log to record progress, using feedback from tutor or line-manager

3 Review their self-development and plan for the future

Reviewing self-development plans: considering overall achievement eg ‘was final goal achieved?’; reflecting on progress eg ‘were small steps achieved?’; considering effectiveness of planning eg ‘was sufficient time allowed?’, ‘were plans clear?’; considering factors which contributed to successes eg ‘I was encouraged by my tutor which kept me motivated’; consider factors which hindered achievement eg ‘I did not give myself enough time to complete’, ‘I had insufficient resources’; using experience to develop; considering how planning might be improved eg seeking advice about achievable targets

Future planning: self-analysis to continue developing self; personal development goal setting eg medium and long term goals

Essential guidance for tutors

Delivery

The emphasis of this unit is learners analysing their personal strengths and abilities to identify an area which would benefit from self-development. Learners will need to focus on the area they have identified for self-development, develop a personal plan, implement and review their plan. A mixture of tutor/line manager-led input and individual learner research is therefore required.

To complete this unit, learners could record their self-analysis, plans and reviews through logbooks. These could take a variety of formats, depending on the needs of individual learners. Tutors are encouraged to use a variety of methods of recording the appropriate information in the log.

Tutors could introduce the concept of self-analysis by exploring words used to describe individual strengths and abilities. Learners could work in pairs to explore the meaning of different words such as empathy, persistence, motivation, and give an example of behaviour which illustrates the word. Results could be shared with the whole group. During a whole group discussion definitions of the strengths and abilities could be displayed on a flipchart, leading to a group common understanding.

Learners could work in small groups using individual character snapshots with identified strengths and abilities, and an area for development, for example a runner who lacks confidence to travel abroad to compete; a computer expert who is seeking employment but needs to develop interpersonal skills. Groups could feed back their findings to the whole group in order to generate discussion about how developing strengths can advantage individuals. This approach will provide an appropriate degree of sensitivity to recognition of areas of weakness and will help to emphasise the fact that everyone has strengths and weaknesses.

Tutors could introduce learners to a simple self-analysis tool such as SWOT analysis and illustrate its use to a generic subject such as a football team or charity fundraising. Learners could then work on their self-analysis, with some guidance from the tutor in a one-to-one tutorial.

Tutors could introduce the need for plans to be manageable and achievable in the time allowed by using an illustration of an unmanageable plan. Learners could discuss in groups what would be needed to make the plan work and feed back their ideas to the whole group. Whole group discussion could follow to apply SMART targets to the plan.

Groups of learners could work together to devise a logbook to record all the assessment criteria for the unit. Further tutor supported individual work will be required for learners to complete their plans to include all activities, targets and timescales. Learners will then need to work through their plan, reviewing their ongoing progress in the logbook.

Individual study, supported by tutors, will be required for learners to review the effectiveness of their plan and ways the plan could be amended and improved. Learners at this level may need some support in explaining how they will continue with their self-development in the future. This could be achieved through one-to-one discussion or tutorial.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on the value of self-analysis of personal strengths and abilities. How to use analysis to build on strengths and develop abilities for success in learning, employment and life.</p> <p>Guest speaker – to speak about how they have developed a weakness and built on strengths.</p> <p>Group discussion – ways to self-assess personal strengths and abilities.</p> <p>Activity – group work – analyse the effectiveness of different self-assessment tools.</p> <p>Practical – complete a self assessment of personal strengths and abilities using preferred tool.</p> <p>Identify an area for self-development.</p> <p>Assessment – present self-analysis of strengths and abilities with identified area for self-development supported with reasons why it is important to develop this aspect.</p>
<p>Tutor-led discussion – planning for self-development. What is needed eg clear target, achievable outcome in time allowed, steps in process with timelines, resources required, records of progress.</p> <p>Activity – research SMART targets.</p> <p>Practical – create a logbook to record plans, activities and records of progress.</p> <p>Practical – carry out activities in plan and keep records of progress in logbook.</p> <p>Assessment – present evidence of planning and progress in logbook.</p>
<p>Tutor-led discussion on reasons for reviewing all aspects of planning and progress.</p> <p>Practical – review achievements, progress made, motivation, effectiveness of plans, ways planning could have been improved, new targets for self-development in logbook.</p> <p>Activity – peer assessment of review.</p> <p>One-to-one tutorial to discuss options for future self-development.</p> <p>Assessment – present logbook with evidence of review of self-development and identified way to continue self-development.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Evidence for all the assessment criteria could be provided in a logbook or similar recording tool. Alternative methods of evidencing learning may be used. Evidence from tutorials or taped discussions verified by the tutor/line manager may be included in the log.

For assessment criterion 1.1 the learner will need to give brief detail of at least two of their personal strengths or abilities.

For 1.2 the learner will need to identify an area for self-development. For assessment criterion 1.3 the learner will need to give at least one reason how developing this area will be of benefit to them.

Assessment criteria 2.1, 2.2 and 2.3 can be combined into one task. 2.1 requires the learner to show evidence of their plans for self-development. The plans need to include all activities, targets and timelines required to meet the aim of their plan for 2.2.

The learner will need to include the methods used to monitor their progress in working through their plan in order to meet assessment criterion 2.3.

The evidence for 2.4 may be met by completion of the logbook, indicating when activities in the plan were completed by the learner. This must be verified by the tutor. Alternative forms of evidence may be used, such as witness statements or video recordings.

For 3.1 the learner must consider the effectiveness of their plan. The learner will need to independently identify whether the plan was successful, or not, in achieving the identified area of self-development, and which activities they were able to complete and which they were not. This information may be recorded in the logbook.

For 3.2 the learner will need to give brief details about at least two ways their plan could be improved or amended, for example 'I would give myself more time to practise using PowerPoint before preparing my presentation'.

Evidence to support 3.3 could be a short written statement in the logbook, making clear how they will continue one area of their self-development in the future. Learners can be supported by the tutor in one-to-one tutorials to discuss appropriate ways for self-development. However, the explanation for 3.3 should be the learner's own choice and should be recorded independently.

Indicative resource material

Websites

kevan.org/johari

Interactive Johari window

www.lifecoachexpert.co.uk

Life coach – information on many aspects of life

www.mindtools.com

Mind tools

Unit 5: Managing Social Relationships

Unit code: D/502/0470

QCF Level: Level 1

Credit value: 2

Unit aim

The aim of this unit is to encourage learners to use appropriate behaviours when interacting with others in social situations.

Unit introduction

Social relationships are a feature of human society from earliest infancy to the end of life. Learning how to manage social relationships is a skill central to making the most of education, work, personal life and leisure activities. Therefore, if individuals learn to understand and improve their social interactions with others this can have beneficial effects in all aspects, and at all stages, of their lives.

In this unit learners will identify different types of formal and informal social situations encountered in daily living. They will be encouraged to explore some of the positive behaviours that can be used, including body language, constructive criticism and assertive behaviour, and to understand the importance of using them to enhance social exchanges.

Learners will be given the opportunity to develop, practise and apply social skills in at least two social situations.

Completing this unit will contribute to the learners' overall personal and social development, and will develop the skills and understanding they need to manage their social relationships more effectively in the future.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand how to interact with others in a range of social situations	1.1 Identify at least two social situations in which they may need to interact with others 1.2 Identify positive behaviours which can be used when interacting with others 1.3 Explain why it is important to use positive behaviours when interacting with others
2 Demonstrate how to interact with others in a range of social situations	2.1 Take an active role in at least two exchanges on different topics, with one or more people 2.2 Use a range of appropriate behaviours when participating in the exchanges 2.3 Use appropriate formal and informal communication techniques.

Unit content

1 Understand how to interact with others in a range of social situations

Social situations: identifying informal social situations eg going out with friends or family, parties, celebrations, social/sports clubs; identifying formal social situations eg meals out, celebrations, events, weddings, funerals, meetings, interviews, awards presentations or works outing; day-to-day situations eg buying something in a shop; meeting familiar and unfamiliar people; one-to-one interactions, small and large groups

Positive behaviours: effects of body language eg posture, eye contact, gesture, personal space, on self and responses of others; constructive criticism, eg giving and accepting compliments, taking on board criticism from others, disagreeing without being personal; assertive behaviour eg saying no, asking for what you want or need clearly, avoiding aggressive behaviour, negotiating a compromise; importance of positive behaviour eg social situation more enjoyable, runs smoothly, making friends easily, avoiding conflict, avoiding misunderstandings

2 Demonstrate how to interact with others in a range of social situations

Interacting in social situations: practising maintaining active roles in exchanges eg a small group of learners planning an activity, a tutorial to review progress, ordering the food at a family meal out; practising appropriate behaviours for different formal and informal social situations eg greetings, manners, social conventions, timekeeping, asking and answering questions, tone of voice; investigating cultural/religious variations in social situations eg making eye contact with someone senior to you is seen as showing respect in some cultures and disrespectful in others; developing awareness of differences in communication styles of others eg related to age, gender, country or region

Essential guidance for tutors

Delivery

In learning outcome 1 learners must recognise the variety of social situations in which they may need to interact with others. They could do this by listing all the people they have encountered during the day or week and discussing in small groups or pairs the reasons for the interaction and how they felt it went.

The tutor could encourage learners to categorise the social situations encountered into formal and informal, familiar and unfamiliar by the use of charts, diagrams or graphs produced by the whole group. Discussions and skilful questioning could lead learners to identify the differences in behaviour needed for different social situations.

Tutors could use video, TV or real-life observations to enable learners to examine body language and its effects. Learners completing this unit are not expected to undergo a full programme of assertiveness training but they should understand the main principles of assertive behaviour and how assertive behaviour affects them in social situations.

Counsellors or other staff within the establishment may be able to contribute appropriate resources or run practical assertiveness training sessions. Learners need to be given the opportunity to practise constructive feedback and using feedback to improve their performance. This could be linked to the work on body language and assertiveness by self-assessment and peer-assessment exercises.

For learning outcome 2 there is ample opportunity for the use of role play. Tutors could give groups of learners a scenario and ask them to act out situations or make up sketches. Learners can practise their social skills in naturally occurring situations within and outside of the learning environment.

Cultural diversity within the classroom, or visiting speakers from outside, could offer learners insights into differing habits and expectations in terms of manners, communication styles and social conventions in different religions, countries and cultures. Appropriate TV programmes or advertisements could be used to stimulate discussion.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Activity – identify all social exchanges made in the last week and their purpose. Sort into formal and informal exchanges.</p> <p>Practical – devise checklist of appropriate behaviours for social interaction in formal and informal exchanges.</p> <p>Case studies – unfamiliar situations to identify appropriate behaviour.</p> <p>Tutor-led discussion – ‘What is the difference between assertive and aggressive behaviour?’ ‘What body language is used in aggressive exchanges?’</p> <p>Watch videos or TV programmes – use checklist to score appropriateness of behaviours demonstrated and identify aggressive and assertive behaviours.</p> <p>Role play situations which require assertive behaviour. Peer observation using checklist devised to assess appropriateness of behaviours. Debrief and feedback.</p> <p>Group discussion – the benefits of using positive behaviours in social interactions. What results from aggressive exchanges?</p> <p>Assessment – record social situations, positive behaviours and reasons to use positive behaviours in interactions.</p>
<p>Activity – learners prepare for small group exchanges. Select topics of interest and plan contributions to discussions.</p> <p>Practical – participation in small group exchanges. Videoed for self and peer assessment of contributions.</p> <p>Assessment – witness statements to support learner’s active role, demonstration of a range of appropriate behaviours and use of formal and informal communication.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To meet the requirements of 1.1 the two situations identified must be clearly different, for example one formal and one informal; one with familiar and one with unfamiliar people; one in a small group situation and one in a large group situation. It is not sufficient to merely list the situations, a brief explanation of why that requires them to interact is required. Learners' evidence to meet 1.2 must include, but not necessarily be limited to, positive behaviours from body language, constructive criticism and assertive behaviour.

When explaining the importance of positive behaviours for 1.3 learners should preferably focus on positive benefits, for example, 'If you make eye contact with someone they know you are listening to them.' but it is acceptable for them to demonstrate their knowledge by reversing this, for example, 'If you do not make eye contact with someone they may think you are not listening to them.'

For 2.1 learners are required to provide evidence of their active role in two exchanges. These could be (but are not required to be) exchanges within the same social situations identified for 1.1, for example, meeting a new person at a wedding or ordering the food at a family meal out. Naturally occurring exchanges between learners or tutor and learner could be used, for example, a small group of learners planning an activity or a tutorial to review progress or discuss an issue.

Evidence of exchanges that take place outside the classroom could be provided by means of audio or video tapes, photographs, summaries of conversations and witness testimonies. This evidence must also highlight positive behaviours, formal and informal communication techniques, used during the exchange, to meet the requirements for 2.2 and 2.3. Tutors could ask supplementary questions, or learners could review their exchanges with their peers, to provide further evidence for 2.2 and 2.3. Appropriate behaviours or communication techniques should take into account issues of equality and diversity.

All the assignment criteria for this unit could be successfully covered by an overall assignment whereby learners provide a presentation, written or verbal report describing two social interactions in which they actively participated, giving examples of the positive behaviours used and explaining why this was important.

To meet 2.3 the two exchanges must include formal and informal communication techniques. Exchanges taking place outside of the classroom would need to be evidenced by observation reports or witness statements.

Indicative resource material

Websites

www.bizhelp24.com/employment-and-personal-development/body-language-in-business-11.html	Information on body language
www.connexions-direct.com/index.cfm	Connexions
www.livingtv.co.uk/relationships/bodylanguage.php?ssid=6	Living TV
www.teachers.tv	Teachers TV
www.woodlands-junior.kent.sch.uk/customs/questions/social.htm	Woodlands Junior School

Unit 6: Individual Rights and Responsibilities

Unit code: K/502/0472

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to raise learners' awareness of their rights and responsibilities as individuals.

Unit introduction

This unit will give learners an understanding of their individual rights and responsibilities. It is important that individuals know what their rights are, as human beings and as citizens of the country in which they live, to be able to exercise those rights effectively and respect the rights of others.

In order to function in society individuals also need to recognise that alongside individual rights they have responsibilities to themselves and to those around them.

In this unit learners will be encouraged to examine the legal and moral rights of human beings, including the particular rights of children, and to apply these to themselves as individuals. They will explore the possible barriers they may encounter in exercising their rights, identify sources of support they could use and describe how that might help them with exercising rights.

Learners will be given the opportunity to identify and demonstrate the responsibilities they have for themselves and state the responsibilities they have towards others.

Completing this unit will contribute to learners' personal and social development. Learners will develop knowledge and skills they can use in the future to help them exercise their individual rights and responsibilities more effectively.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria
1. Understand their individual rights	<p>To achieve each outcome a learner must demonstrate the ability to:</p> <p>1.1 Give examples of their rights as an individual</p> <p>1.2 Give examples of barriers which may prevent the exercising of their rights</p> <p>1.3 Identify sources of support and information about rights and responsibilities and describe how these could help</p>
2. Understand their individual responsibilities	<p>2.1 Identify their responsibilities to themselves</p> <p>2.2 State their responsibilities to others</p> <p>2.3 Demonstrate how they take responsibility for themselves.</p>

Unit content

1 Understand their individual rights

Individual rights: knowing what your individual legal and moral rights are eg 1998 Human Rights Act, United Nations Convention Rights of the Child, Children's Act, anti-discrimination legislation, consumer protection laws; identifying examples of how these individual rights apply to you eg you have the right to see the medical records your doctor holds about you, at work for rest and meal breaks, education, you have the right not to be harassed or bullied, if arrested you have a right to legal representation

Barriers to exercising rights: don't know what own rights are; powerlessness eg small child, elderly person or vulnerable adult may be overwhelmed by stronger people; legal and moral rights are not necessarily respected by other individuals or organisations; financial eg can't afford a solicitor can't get legal aid; not all countries recognise human or children's rights; situations where own rights conflict with others'

Sources of support: legal eg solicitors, courts, police; statutory bodies eg social services, local council; charities and other sources of advice or help eg Citizens Advice Bureau, local councillor, local Member of Parliament, Amnesty International, ChildLine, trade union

2 Understand their individual responsibilities

Responsibilities to self: eg knowing own rights under the law, getting appropriate information and advice, not allowing other people to pressurise you, looking after your own health and safety

Responsibilities to others: abiding by the law eg not smoking in a public place, following health and safety procedures at work; respecting the rights of others eg keeping confidentiality, respecting privacy, looking out for your family and friends; helping others to protect their rights eg reporting concerns about children or vulnerable people, taking action to prevent crime or discrimination against others, protecting the environment

Essential guidance for tutors

Delivery

Learning outcomes 1 and 2 could be introduced by carrying out activities to explore the meaning of rights and responsibilities. These activities could include scenarios or case studies for learners to discuss. Many existing citizenship resources designed for schools and colleges have appropriate information and stimulus material for this purpose.

Learners could make a display or posters with their definitions and examples of rights and responsibilities. Tutors could provide examples of rights and ask learners to match up the corresponding responsibilities. Throughout the unit examples from newspapers, TV and the internet can be used to highlight issues of rights and responsibilities.

Learning outcome 1 requires that learners be aware of human rights and the rights of children according to the United Nations Convention, as well as the laws of the UK; however, detailed legal knowledge is not expected or necessary for this unit. Learners could be given simple source materials on human rights, rights of the child, consumer rights, anti-discrimination laws etc and work in groups to pick out some examples of rights that apply to them as individuals. They could feed these back to the tutor verbally or create posters or leaflets to make others aware of their rights. Tutors could use puzzles, games and quizzes to help learners understand legal and moral rights.

Learners could be asked for examples from their own experience, or of people they know, involving a breach or loss of rights. The group could discuss the reasons why the person did not receive their rights and where they could have gone for help. This could be an opportunity for visitors from appropriate agencies, for example Citizens Advice Bureau or community police, to speak to the learners about exercising their rights and responsibilities.

In learning outcome 2 learners could be asked to make a list of all the responsibilities they have for themselves, their family and friends and the wider community. They could role play situations where one learner is an individual experiencing problems and another learner (or learners) gives advice. Examples from fictional TV programmes could be used and the learners asked to highlight responsibilities of characters in the storyline. They could keep a log of the responsibilities they have at home, in the learning environment or at work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – what rights do individuals have?</p> <ul style="list-style-type: none"> • Moral rights. • Legal rights. <p>Small-group research – select one aspect of individual rights, for example, children’s rights, consumer rights, make a fact sheet for other learners to complement an oral presentation.</p> <p>Group discussion – ‘Why are these rights in place?’ ‘How do these rights apply to me?’ ‘What would happen if I?’</p> <p>Activity – imagine you were Prime Minister for the day. What rights would you give the people of the country? Give reasons for your choices.</p> <p>Case studies demonstrating breaches or loss of rights to identify reasons why the individual did not receive their rights.</p> <p>Guest speaker – to speak about legal rights.</p> <p>Group research – sources of help and advice for individuals in the case studies.</p> <p>Assessment – record information in the format of an article for a magazine.</p>
<p>Tutor-led discussion – ‘What responsibilities do you have to yourself?’ ‘What responsibilities do you have to others?’ ‘Do you have responsibilities as a citizen?’</p> <p>Case studies of dilemmas involving responsibilities to others. ‘What would you do if...?’</p> <p>Tutor-led discussion about balancing rights and responsibilities.</p> <p>Assessment – learner records information about responsibilities to themselves and others and provides a witness statement to record way they take responsibility for themselves.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet the requirements for assessment criterion 1.1 learners must give at least two examples of their rights as an individual. Simply listing them is not sufficient to demonstrate understanding, learners must briefly identify why this is a right for example, 'I have the right to breathe clean air. The law in Britain says people cannot smoke in public places such as restaurants.' In order to meet the requirements for 1.2 learners must give at least two examples of possible barriers to exercising their rights. At least two examples of sources of support are required for 1.3 and the learner must describe in simple terms how they could help. Learners could provide evidence for all three elements of learning outcome 1 by designing a self-help leaflet, magazine article or creating the script for a radio or TV show on the subject of 'know your rights'.

For 2.1 the learner must identify at least two examples of responsibilities they have for themselves and state at least two examples of responsibilities they have for others in order to achieve 2.2. This could be achieved by written evidence or a simple verbal presentation, supported by an observation report. Meeting the criteria for 2.1 and 2.2 might well be achieved through the same activity as criteria 1.1, 1.2 and 1.3 by changing the title to 'know your rights and responsibilities'.

For 2.3 learners could demonstrate how they take responsibility for themselves through direct observation by the tutor in the learning environment, or provide a witness statement from a responsible person where they work or volunteer, for example, they belong to a sports team and are responsible for making sure they have warmed up correctly and have the right to use safety equipment. At least two examples must be given.

Essential resources

Learners will need access to appropriate resources explaining human rights as defined by the United Nations Convention and their rights under UK law.

Indicative resource material

Websites

kids.direct.gov.uk/ main.aspx?firstObject=teachers_area	Kids direct
www.adviceguide.org.uk/	Citizens Advice Bureau
www.bbc.co.uk/schools/citizenx/being/rights/ lowdown/rights_basics_1.shtml	BBC Schools
www.bbc.co.uk/schools/citizenx/being/rights/ photostory.shtml	BBC Schools – Photo story about rights
www.consumerdirect.gov.uk/after_you_buy/ know-your-rights	Consumer direct
www.direct.gov.uk/en/Governmentcitizensand rights/Yourrightsandresponsibilities/index.htm	Directgov
www.equalityhumanrights.com	Equality and Human Rights Commission

Unit 7: Community Action

Unit code: M/502/0473

QCF Level: Level 1

Credit value: 2

Unit aim

The aim of this unit is to encourage learners to participate in local community activities and understand the benefits of these activities for themselves and for the community.

Unit introduction

This unit will increase learners' knowledge and understanding of the roles played by community groups and enable them to demonstrate their involvement in community activities. Government, police forces and other agencies see the involvement of individuals in their own communities as influential in reducing anti-social behaviour, crime and social isolation.

It is, therefore, important that individuals recognise the contributions they can make towards improving the community in which they live and the benefits this will have for themselves, for others and for the environment.

Learners will find out about the aims, purposes and activities of different types of community groups and their importance within the community. Learners will develop their skills by taking part in at least two practical community activities and reflect on the benefits of their community activities, to themselves and others.

Learners will be encouraged to help plan activities that will continue or maintain the benefits to the community.

By completing this unit learners will participate in community activities which may improve their skills, and provide experiences they need, for finding and succeeding in employment. It may also increase their confidence and willingness to be involved in their own community in the future.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria
	To achieve each outcome a learner must demonstrate the ability to:
1 Demonstrate an understanding of the role that community groups play	1.1 Describe two different community groups and their activities 1.2 State why these groups are important for the community
2 Demonstrate their involvement in community activities	2.1 Contribute to activities within the community 2.2 Explain how the activities benefit themselves and the community 2.3 With others plan further activities to continue/maintain benefits to the community.

Unit content

1 Demonstrate an understanding of the role that community groups play

Roles of community groups: finding out about the different types of groups that exist eg faith groups, self-help groups, charities, neighbourhood groups, pressure groups, environmental groups; finding out the aims, purpose and activities of community groups eg campaign for a new road crossing, provide meals for the homeless, arrange social meetings, provide free advice and support, clean up or improve a particular area

Importance to the community: investigating benefits to the community; social benefits eg increases sense of belonging to a community, gets people meeting each other, people working together can get a job done more efficiently, provides information or services people need; financial benefits eg raises money for improvements or services not funded by the government or council; environmental benefits eg makes an area safer or more pleasant for the users

2 Demonstrate their involvement in community activities

Contributing to community activities: finding ways to contribute eg helping to organise a fundraising event, joining a committee or planning meetings and contributing ideas, collecting money or items to sell on behalf of a charity, giving out or delivering information leaflets, helping restore an area of natural beauty; planning further activities eg getting other people you know to join in with your activities next time, repeating an activity but making improvements or additions, making a commitment to attend a group regularly in the future, committing a certain amount of time or agreeing to help with particular task in the future

Benefits of community activities: explaining how activities benefit themselves eg increased self-esteem or self-confidence, learning new skills, making new friends, enjoying the activities, developing skills needed for employment; explaining how activities benefit the community eg children can play safely because litter has been removed from the local park, coffee morning gives elderly people somewhere to meet so they feel less isolated, home carers and drop-in centre gives advice and support to those who need it, neighbourhood watch has made local people feel safer

Essential guidance for tutors

Delivery

Tutors will need to ensure that they provide sufficient underpinning knowledge for learners to understand the roles and benefits of community groups, but the main focus should be on practical activities and learners' self-development.

In learning outcome 1 learners need to develop an understanding of different community groups and their activities. Tutors could provide source materials, for example telephone directories, leaflets, posters and brochures, as a starting point for learners to identify some community groups. They could encourage learners to conduct their own research by carrying out internet searches, asking friends and family, using the library and looking around the local area for notices to compile a list of community groups. Learners could pick at least two community groups from the list to research in more detail and present their findings to each other. Small groups of learners could create a display about particular community groups and their activities.

Learners' prior knowledge or involvement in community activities can be utilised to stimulate discussion about the importance and benefits of these groups to the community. Visits could be arranged to local community groups where learners can see at first hand the activities and their importance to the community. Local groups may be willing to send a representative into the learning environment to answer questions and provide further information.

In learning outcome 2 learners need to demonstrate involvement in community activities and can use the opportunity to choose areas that are of particular interest to them. Some learners may already be involved in activities outside of the learning environment that they can use, whereas others may require more guidance and support from the tutor in selecting appropriate activities. Small groups of learners could choose to undertake activities together. Tutors could discuss with learners the skills and personal qualities they will need to use when working within community groups.

Tutors could encourage learners to keep a diary of their activities and note what they have done, what they have learned or felt about it and what results they think have been achieved. Learners could be helped to reflect on the benefits to themselves and the community and possible further activities through discussion, presentations or discussing their diary entries with the tutor. Learners could discuss their contribution and its effects with a responsible person within the community group they have chosen, or produce a written report.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – what is the function of community groups?</p> <ul style="list-style-type: none"> • Provision of a service. • Shared interests. • Pressure group. • Self-help. <p>Small-group research – information about local community groups which have different functions.</p> <p>Research could involve using the internet, visits to libraries, email/telephone calls to group leaders.</p> <p>Practical – create a display to include the information researched.</p> <p>Group discussion – agree a way to record the information for inclusion in a reference document to be compiled for the school/college library.</p> <p>Visits to community groups – interview group members about how individuals and the community benefit from involvement. Alternatively, learners invite a member of a community group and prepare questions to ask about the benefits.</p> <p>Assessment – learners present information in the format agreed.</p>
<p>Group discussion to consider range of options for involvement in activities within the community.</p> <p>One-to-one or small group tutorials to confirm choices for activities.</p> <p>Tutor-led discussion – ‘What personal skills and qualities are needed when involved in community activities?’ ‘Why?’</p> <p>Activity – design a diary or logbook to record contributions to activities.</p> <p>Practical – involvement in community activities. Record involvement in diary or logbook.</p> <p>One-to-one tutorial to discuss ways to continue activities which benefit the community.</p> <p>Assessment – present evidence of contribution to community activities, how others benefited, personal benefits and plans for future involvement, for example, diary or logbook, witness statement, photographs.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For assessment criterion 1.1 the two community groups described must be clearly different in their aims and/or activities. To meet 1.2 learners must state at least two ways in which each of the two community groups are important to the community.

Learners could demonstrate their understanding by a simple report or presentation. They could create posters, information leaflets or displays showing the aims, purpose, activities and importance of community groups.

To meet the requirements of 2.1 learners must describe their contribution to at least two community activities. (These could be, but do not have to be, within the community groups described in 1.1.) Their explanation of the benefits for 2.2 must refer to themselves and the community and must refer to both activities.

For learners to meet the requirements for 2.3 they must identify two further activities that could be undertaken and briefly identify how each of these would continue or maintain the benefits to the community.

Evidence for 2.1 could be provided through observation records, witness statements, diary entries, photographs or video records. Reflections on the benefits to themselves, benefits to the community and further activities planned for 2.2 and 2.3 could be incorporated into diary entries, discussions or presentations.

Tutors may need to help learners differentiate between 1.2, which refers to the importance of a community group to the community generally, and 2.2, which refers to the benefits to the community of the activities undertaken specifically by the learner. There may, of course, be some overlap between these two criteria.

Essential resources

Learners will need access to appropriate resources and research tools.

Websites

www.bbc.co.uk/schools/citizenx/local/community/lowdown/index.shtml	BBC Schools
www2.btcv.org.uk/display/findgroup	British Trust for Conservation – Volunteers Group directory
www.communitygroup.co.uk	Community Group
www.direct.gov.uk/en/HomeAndCommunity/Gettinginvolvedinyourcommunity/index.htm	Directgov
www.timebank.org.uk/aboutgiving/benefits_vol.htm	Time Bank
www.vinspired.com	Vinspired – local 16-25 volunteer network website

Unit 8: Healthy Living

Unit code: F/502/0476

QCF Level: Level 1

Credit value: 2

Unit aim

The aim of this unit is to introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to demonstrate activities which will improve their own lifestyle.

Unit introduction

This unit will develop learners' knowledge and understanding of the key elements needed for a healthy lifestyle. Healthy living is crucial to physical, social and mental wellbeing.

There is considerable concern from governments and worldwide organisations that many people in modern society are living lifestyles that are detrimental to their health. It is, therefore, essential that learners are aware of the importance of a healthy lifestyle, their responsibility for their lifestyle choices and the impact that this has on their health.

In this unit learners will explore key issues such as healthy diet, fitness, personal hygiene, personal safety and the positive and negative effects they have on health. They will be encouraged to examine their daily activities and demonstrate ways in which they can contribute to their healthy lifestyle.

Learners will be given the opportunity to plan activities of their own choosing and reflect on the impact on the healthiness of their way of living.

Completing this unit will contribute to learners' overall personal and social development and develop the skills and knowledge they need to make informed choices about healthy living. This understanding will help them to select activities that will improve their lifestyle in the future.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand the importance of leading a healthy lifestyle	1.1 Describe the key elements of a healthy lifestyle 1.2 Explain why a healthy lifestyle is important
2 Demonstrate how they contribute to own healthy lifestyle	2.1 Select and carry out activities which contribute to a healthy lifestyle
3 Review the activities undertaken to maintain a healthy lifestyle	3.1 Carry out a review of their activities 3.2 Describe what went well and areas for improvement 3.3 Describe how the activities have improved their lifestyle 3.4 Suggest further activities which could contribute to a healthy lifestyle.

Unit content

1 Understand the importance of leading a healthy lifestyle

Key elements of a healthy lifestyle: planning a healthy, well-balanced diet eg planning a day's healthy meals, the five major food groups and their uses in the body, reviewing a restaurant or refectory menu for healthy choices; taking routine care of personal hygiene eg hair care, skin care, dental care; benefits of keeping fit eg heart health, keeping muscles and bones strong, keeping mobile into later life, social benefits; personal safety eg bullying/abuse, internet safety, safe sex; other elements of healthy living eg smoking, alcohol and drugs, solvent abuse

Importance of a healthy lifestyle: likely effects of a poor diet eg obesity, constipation, anaemia; possible personal hygiene problems eg body odour, bad breath; likely effects of poor level of fitness eg obesity, heart disease, poor mobility in later life; effects of substance abuse on health eg effects of smoking, glue sniffing, excessive consumption of alcohol; the importance of regular medical or dental checkups; knowing who to approach for help and advice eg doctor, practice nurse, pharmacist, counsellor, carer, telephone help lines

2 Demonstrate how they contribute to own healthy lifestyle

Contributing to own healthy lifestyle: making informed choices about health eg choosing whether to take drugs or drink alcohol, whether to cook own meals or buy 'fast foods'; knowing how and where to get reliable and accurate information about health issues; planning changes to own lifestyle taking into account realistic expectations, time, resources needed, cost, support needed; carrying out appropriate activities eg increasing the portions of fruit and vegetables eaten per day, walking to college or school twice a week for a month, play a team sport once a week; how to get support with carrying out personal health plans eg classes available to help with healthy eating, groups providing free or low-cost exercise facilities, counselling for alcohol or drug abuse

3 Review the activities undertaken to maintain a healthy lifestyle

Reviewing own activities: looking to see if the activities went according to the plan, any changes or mistakes made, what could be done to improve the plan if it were repeated; measuring how the activities have improved lifestyle eg portions of fruit and vegetables eaten per day, units of alcohol consumed per week, feeling less tired, enjoyment in playing sports; using the results of the activity to suggest future improvements to a healthy lifestyle

Essential guidance for tutors

Delivery

This unit gives tutors the opportunity to use a wide range of active learning methods and to tailor them to the particular interests of the groups and individuals concerned. Tutors need to ensure that sufficient underpinning theoretical knowledge is delivered, however, a tendency to become over-technical should be avoided. The focus should be on learners developing knowledge that helps them understand key aspects of healthy living and applying that knowledge to their own lifestyle and to that of those around them.

In learning outcome 1 tutors should encourage learners to explore what is meant by a healthy lifestyle and to identify particular factors that may be involved. There are many popular TV shows dealing with aspects of diet which learners may be familiar with, and these could be used to stimulate discussion and debate. Tutors will need to review the content and suitability of these shows, taking into account the age, maturity and understanding of their particular learners.

Learners could be guided to appropriate websites on healthy eating, especially those with an interactive element. The larger supermarket chains often provide leaflets and other resources on healthy eating that learners could collect for reference. Keeping a food diary for a few days, examining the family weekly shopping list or reviewing the menu in the refectory could help learners to focus on their dietary habits. If suitable facilities are available, simple, practical food preparation activities could be planned and carried out and if not, learners could produce pictorial or written examples of healthy meals or menus.

Learners should be encouraged to recognise the relationship between diet and fitness, and how it relates to obesity. Many of the TV programmes, websites and resources chosen to stimulate discussion regarding diet highlight this relationship. Learners could look at government and health-related organisations' advertising to identify current thinking on minimum levels of exercise.

Detailed theoretical knowledge is not necessary but learners should develop awareness that different types of exercise have different benefits, for example exercise that raises the heart rate is needed to strengthen the heart.

Personal hygiene will need to be addressed sensitively and take into account cultural differences and personal circumstances. Learners could create posters, leaflets or cartoons depicting some of the issues. Dental hygienists, doctors' surgeries or chemist shops may have suitable resources and learners could visit them to collect information.

Visiting speakers on personal safety could be invited in from relevant bodies, for example local community police on internet chat rooms or family planning on safe sex. Learners could act out sketches, carry out role play or write problem page questions and answers illustrating the positive and negative effects on health of lifestyle choices, for example passive smoking or losing weight sensibly.

In learning outcome 2 learners can use activities they take part in outside of the learning environment or as part of other courses or units they are studying, for example Duke of Edinburgh Awards, sports clubs or teams, paid or voluntary work in a relevant environment or home responsibilities. Learners could use written, video or audio diaries to review their daily activities for impact on health. Tutors should encourage learners to use the resources and information they have gained in learning outcome 1 to identify simple changes they could make to improve their lifestyle and ensure that any targets set are realistic in terms of time, cost and resources. Peers could support each other by checking each other's plans and monitoring progress.

In learning outcome 3, learners can be taught strategies to measure their own progress, for example by recording their resting pulse rate before, during and after a new programme of exercise or by comparing the number of portions of fruit and vegetables eaten day by day. They could practise identifying what went well and the areas that require improvement by reviewing the plans of their peers or exemplars.

Learners need to review how well the plan is executed as well as its impact on healthy living so that they will be able to meet assessment criteria 3.2 and 3.3 effectively.

Throughout the unit learners will be reflecting on aspects of their lives which may be very personal and therefore tutors will need to create a safe environment in which sensitive information can be shared.

Learners and tutors must agree clear guidelines regarding classroom behaviour that respects confidentiality, equality and diversity.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – what are the key elements of a healthy lifestyle?</p> <p>Activity – quiz to test knowledge of recommendations for healthy eating, exercise, alcohol, dental health.</p> <p>Tutor-led discussion following feedback.</p> <p>Group research – reasons to follow healthy lifestyle. Short-term and long-term effects on health.</p> <p>Practical – presentation of information as a group display.</p> <p>Group discussion – are there social and emotional benefits to following a healthy lifestyle?</p> <p>Guest speaker/s – to speak about how smoking and drugs affect a healthy lifestyle and who can provide advice and help.</p> <p>Activity – devise a checklist to use to assess the lifestyle of individuals.</p> <p>Activity – use checklist to identify individuals following a healthy lifestyle. Individuals may be famous people or individuals interviewed by learners.</p> <p>Presentation to the group to justify why their lifestyles are healthy.</p> <p>Assessment – individual posters to provide evidence of the key elements of a healthy lifestyle with reasons.</p>
<p>Group discussion – making realistic choices about ways to improve lifestyle. ‘Will it be expensive?’ ‘Will it take too much time?’ How to keep motivated.</p> <p>Practical – use checklist to assess healthiness of own lifestyle and identify activities which could improve health.</p> <p>Practical – create a way to record plans for activities, record participation and ways to measure progress.</p> <p>Practical – record own plans for activities in log or diary.</p> <p>Practical – carry out activities. Keep records of participation.</p> <p>Assessment – evidence of individual participation in the activities including log or diary, photographs, witness statements.</p>
<p>Tutor-led discussion – ways to measure progress made/improvements to health. Reasons for reviewing all aspects of planning and progress.</p> <p>Practical – review achievements, how lifestyle has improved, motivation, what went well, areas for improvement in log/diary.</p> <p>One-to-one tutorial to discuss options for further activities to contribute to a healthy lifestyle.</p> <p>Assessment – present logbook with evidence of review of activities and further activities.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet the requirements of assessment criterion 1.1 learners must include in their description information relating to diet, fitness, personal hygiene and personal safety. They may also include other aspects of healthy lifestyle. Learners could meet 1.1 in a variety of ways, for example creating advice leaflets, creating a series of health promotion posters, responding to a case study or delivering a presentation.

Assessment criterion 1.2 could be achieved separately, by means of individual questioning or a structured discussion group. However, it should fit naturally into the same assessment activity as 1.1. Learners should focus on the positive wherever possible, although it is acceptable for them to demonstrate understanding by explaining the negative effects of not having a healthy lifestyle, for example ‘if you eat a diet high in fats and sugars then you may become overweight and have a higher risk of suffering from diabetes and heart disease’.

To meet the requirements of 2.1 learners may receive guidance and support from the tutor in selecting suitable healthy living activities. This could include a list with a variety of suggestions. Tutors should not however direct learners to specific activities or give a prescriptive list from which learners must choose. A single activity is not sufficient to meet the criteria.

Learners could carry out a number of activities relating to different areas of the content, for example increasing the portions of fruit and vegetables eaten per day for a week, walking to college or school twice a week for a month and attending the dental surgery for a check-up and advice from the dental hygienist. Alternatively, they could carry out a series of activities on the same area, for example aim to get fitter by walking, instead of catching the bus, three times a week, play a team sport once a week, go to the gym twice a week.

A minimum of two different activities is required. Evidence for 2.1 could be a completed written or photographic diary, tutor observation reports, witness statements or evidence from another recognised activity, for example Duke of Edinburgh record book or signed record of attendance at a sports club.

The requirements for criteria 3.1, 3.2, 3.3 and 3.4 could be incorporated into a single assessment activity alongside 2.1, for example the diary kept to evidence the activities carried out could include sections where learners record progress, what went well, areas for improvement as they go along, making a final summary and suggesting activities for further improvement at the end. Alternatively, these could be addressed separately by means of a short presentation to the group or an individual discussion with the tutor, evidenced by tutor observation records.

Learners need to distinguish between 3.2, which refers to how well the activities chosen were carried out, eg ‘I planned to attend the gym every day but this proved to be unrealistic’, and 3.3, which refers to the impact on their lifestyle, eg ‘I feel much less tired after exercise than I did a month ago’. To meet 3.4 learners must give at least two suggestions for further activities.

Essential resources

Learners will need access to appropriate, up-to-date information on healthy living guidelines from a range of agencies. They will also need access to physical resources to support their chosen practical activities and appropriate tutor support and guidance.

Indicative resource material

Websites

www.bbc.co.uk/health/healthy_living	BBC health
www.connexions-direct.com	Connexions
www.crimereduction.homeoffice.gov.uk/personalsafety.htm	Home Office
www.dentalhealth.org.uk/faqs/browseleaflets.php	British Dental Health Foundation
www.eatwell.gov.uk/foodlabels/trafficlights	Food Standards Agency
www.eatwell.gov.uk/healthydiet	Food Standards Agency
www.hygieneexpert.co.uk/WhatIsPersonalHygiene.html	Hygiene Expert
www.nhs.uk/Tools/Pages/Safesextool.aspx	NHS
www.nutrition.org.uk	British Nutrition Foundation
www.sportinherts.org.uk/getactive/healthbenefits/healthbenefits/default.asp	Herts Sports Partnership

Unit 9: Preparation for Work

Unit code: J/502/0477

QCF Level: 1

Credit value: 2

Unit aim

The aim of this unit is for learners to look at their skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application.

Unit introduction

In an increasingly competitive job market, employees at all levels need to develop skills and qualities they can demonstrate in the workplace. This is a practical unit designed to give learners the knowledge and skills they need to help them research and prepare for career opportunities.

In this unit learners will explore the work skills and personal qualities employees need. They will be encouraged to identify and describe their own skills, qualities and achievements and relate them to those needed in the workplace.

Learners will be helped to identify areas that they may need to improve in order to make themselves more employable.

Learners will find out how to match their skills, qualities and achievements to a potential job role and will undertake research to identify a range of potential job roles that could be of interest to them. They will be helped to identify and prepare the key information they need for a job application or interview.

Completing this unit will contribute to learners' overall personal and social development. It will foster the skills necessary for employment, leading to economic wellbeing and making a positive contribution to society.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand how own skills and qualities relate to those needed for working life	1.1 Describe personal and employability skills and qualities which employees need 1.2 Describe their own skills, qualities and achievements 1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace 1.4 Suggest areas for improvement
2 Research personal career opportunities	2.1 Find out about a range of potential job roles which interest them 2.2 Match their skills, qualities and achievements to a potential job role 2.3 Identify and prepare key information needed for an application or interview.

Unit content

1 Understand how own skills and qualities relate to those needed for working life

Skills and qualities needed by employees: investigating personal qualities needed by employees eg reliability, responsibility for self, honesty, patience, punctuality; investigating skills needed for employment eg communication skills, customer service skills, ability to manage money, ability to follow instructions accurately, time management

Own skills, qualities and achievements: describing own skills eg able to answer the telephone politely, able to sort and deliver mail accurately; describing own qualities eg hard working, punctual, patient, cheerful; describing own achievements eg passed driving test, completed a sponsored bike ride for charity; explaining how own skills, qualities and achievements relate to the workplace eg making a checklist of own skills, personal qualities and achievements and comparing them with those specified in job advertisements; suggesting areas for improvement eg practise telephone answering skills, take a first-aid qualification, make a plan to improve own timekeeping

2 Research personal career opportunities

Potential job roles: finding out about potential job roles eg reviewing newspaper adverts, searching relevant internet sites, having an interview with a careers adviser, completing a work experience placement or job shadowing; matching job roles to own interests eg selecting a short list of potential jobs from results of own research, using a computer programme designed to identify potential careers; matching own skills, qualities and achievements to a potential job role eg making a check-list of own skills, personal qualities and achievements and comparing them with a job specification or person specification

Preparing for applications and interviews: identifying key information needed eg personal details, education and qualifications, employment history, other achievements, interests and hobbies; preparing key information for a job application eg filling in a standard application form, applying using an online application form, making a simple CV, preparing a simple letter of application; preparing key information for an interview eg practising answering likely interview questions, preparing documents to take to the interview, taking part in a simulated interview

Essential guidance for tutors

Delivery

In learning outcome 1 learners need opportunities to identify the skills and qualities needed for working life. This could be through discussing experiences they have of paid work, voluntary work or work experience. Tutors could take groups of learners to visit workplaces or use naturally occurring situations to highlight skills demonstrated by employees, for example visiting retail stores to look at customer service skills.

Learners could look at examples of employees in real life, fiction or case studies to identify the skills or personal qualities demonstrated. Local employers could be invited to explain the skills and qualities they are looking for, or job advertisements could be reviewed to see which skills and qualities are mentioned as essential or desirable for the post.

Learners could create mini presentations or a personal portfolio detailing the skills and qualities they think they possess, with supporting evidence. Tutors may need to guide learners in differentiating between skills, personal qualities and achievements. Learners could create tick charts or checklists of the skills, qualities and achievements needed for employment and use them to compare against their own or each other's portfolios. These could then be used to stimulate discussion and suggest areas for improvement.

Learners could produce a simple action plan with the tutor's guidance and support. Particular skills could be practised using simulated work environments, for example answering the telephone or taking messages accurately.

For learning outcome 2 learners could investigate potential job roles by undertaking work experience placements or by work shadowing. Learners could be provided with a range of job advertisements or given appropriate internet searches to explore the job opportunities available. Learners could then sort and rank their results in order of preference. Interviews could be arranged with a careers advisor to assist learners in finding out what roles are available that would suit their experience, qualifications and interests. Specialist software, such as *Kudos* or *Fast Tomato*, designed to help learners analyse their suitability for certain types of employment, may be used if available.

To match their skills and qualities to a particular job role, learners could pick, from their research, a job they might like in the future or use a real job application. Job or person specifications could be used to form the basis of a check-list for learners to match against.

Tutors should help learners to identify the key information needed for applications and interviews. This could be done using role play, simulated interviews, dummy application forms, creating a portfolio of evidence to take to interview, templates for creating simple CVs or supporting learners in making real applications, for example for part time, voluntary or holiday work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Guest speaker – employer or human resources manager to speak about generic skills and qualities wanted by employers.</p> <p>Group discussion – ‘Why are these skills and qualities important for work?’</p> <p>Activity – devise a checklist of personal and employability skills needed by employees.</p> <p>Role play – different jobs and situations using skills and qualities.</p> <p>Activity – case studies to differentiate between skills, qualities and achievements.</p> <p>Tutor-led discussion – How to assess own skills, qualities and achievements: self-assessment tools, reports from work-related experiences.</p> <p>Group research – self-assessment tools. Present results of research to other groups.</p> <p>Practical – use a self-assessment tool to identify own skills qualities and achievements. Match to personal and employability skills in devised checklist.</p> <p>One-to-one tutorial to discuss areas for improvement in line with self-assessment.</p> <p>Assessment – learners present a self-assessment of their personal and employability skills with suggested areas for improvement.</p>
<p>Practical – visit, work shadowing or work experience to observe job roles. Interview family and friends.</p> <p>Group discussion – ‘Why is it important to consider self-assessment of their personal and employability skills when exploring suitable job roles?’ ‘Where do I find potential job roles?’</p> <p>Activity – careers interview.</p> <p>Tutor-led discussion – how to keep records of researching job roles: portfolio or file to include leaflets and job adverts collected, records of phone calls websites visited, results of careers interviews.</p> <p>Activity – individual research to identify potential job roles matched to self-assessment. Record information.</p> <p>Practical – collect personal information required for an application for chosen job role.</p> <p>Practical – prepare a personal statement to use in a job application for chosen job role using information collected.</p> <p>Assessment – learner to provide evidence of potential job roles and one which matches their self-assessment roles and personal statement for chosen job role in file/portfolio.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To meet the requirements of assessment criterion 1.1 learners must describe a minimum of two skills and qualities which employees need. A list of titles alone is not sufficient to demonstrate understanding learners must give a short description relating each skill or quality to employment.

To fulfil 1.2 learners must describe at least two skills, at least two personal qualities and at least two personal achievements. For 1.3 the learner must explain how each of the skills, qualities and achievements described in 1.2 does, or could, relate to those needed in the workplace. Learners must identify at least two areas for improvement to meet the requirements of 1.4.

Learners could achieve 1.1, 1.2, 1.3 and 1.4 through creating a checklist of skills, qualities and achievements needed by employees, matching them to those they believe they possess and creating a simple action plan to address areas needing improvement. Alternatively, they could present evidence from work experience, paid or voluntary work undertaken.

To meet 2.1 learners must identify at least two potential job roles and briefly describe why they are of interest to them. They could do this through discussion with the tutor, presentation to their peers or as part of a job search portfolio.

For 2.2 learners must identify two potential job roles and give at least two ways in which their skills, qualities or achievements match the requirements for the job role. This could be achieved within the same activity used to achieve 1.2 and 1.3.

In order to meet 2.3 learners must prepare the key information needed either to complete an application or to attend an interview. This information must include personal details, education, employment history, qualifications, skills, interests and other supporting information. Evidence of preparing key information could be achieved by taking part in a real or simulated interview, or through a genuine job application, but this is not a requirement.

Preparation of key information could be demonstrated by creating a CV or a portfolio of evidence intended to take to a fictional interview or to be used to make an application in the future.

Learners could complete one overall assignment, covering all the assessment criteria. This could entail creating one job search portfolio in which they investigate and record job roles available, identify those that interest them, determine the skills, qualities or achievements needed for those job roles, match them to an audit of their skills, qualities or achievements, choose the job with the best fit and prepare a CV with other documentation needed to apply for that job.

Essential resources

Access to suitable job search resources and careers advice. Learners will need appropriate tutor support and guidance.

Indicative resource material

Websites

www.connexions-direct.com/index.cfm?pid=65	Connexions
www.createyourcv.co.uk/CMS/179_Preparing-for-Work.asp	Creating your CV
www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork/DG_10029993	Directgov
www.fasttomato.com/pages/register/register.aspx	Fast Tomato – interactive career guidance for teenagers

Unit 10: Managing Own Money

Unit code: R/502/0479

QCF Level: 1

Credit value: 2

Unit aim

The aim of this unit is to introduce learners to the basic elements of managing their personal finances. It will encourage them to prepare a personal budget and to carry out transactions capably.

Unit introduction

Financial capability is an essential life skill for everyone and involves making choices and decisions which have consequences for financial wellbeing. This unit will help learners to develop basic knowledge and understanding of personal financial management which will then help them to take effective decisions regarding the use and management of their money. This includes knowing about financial organisations and how they may help, and being able to identify a suitable account. Learners will develop competence in carrying out different types of financial transaction.

The unit begins with learners applying the concept of balancing income with expenditure by calculating a personal budget which includes key aspects of their income and expenditure.

Learners then explore the different financial organisations which may provide support for personal financial management. The particular services they offer will be investigated and learners will be given the opportunity to identify a service which is appropriate for their personal financial management.

Different ways to make financial transactions are examined in the final part of the unit. Learners will be given the opportunity to show their ability to calculate and use checking procedures during demonstrations of at least two different financial transactions.

Completing this unit will contribute to learners' overall personal and social development. Learners will develop knowledge and skills they can use to manage their money, save for the future and know about the services financial organisations offer which may help them to manage their personal finances.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand how to plan a personal budget	1.1 Prepare a personal budget plan which includes key information on income and expenditure 1.2 Use appropriate calculations when preparing the budget plan
2 Understand how to manage their personal finances	2.1 Identify relevant financial organisations which can provide information on current accounts, savings and loans 2.2 Identify an account to suit their purpose and say why it is appropriate
3 Know how to carry out transactions	3.1 Identify a range of ways in which purchases can be paid for 3.2 Carry out two different types of transaction 3.3 Use appropriate calculations and checking procedures during transactions.

Unit content

1 Understand how to plan a personal budget

Sources of income: sources eg salary or wages, allowance, pocket money, benefits, loans, interest on savings, gifts, inheritance, selling goods

Expenditure: accommodation eg rent, board and lodging, mortgage, council tax; national insurance; income tax; heating; transport; food eg for meals at home, lunch at work/college; toiletries; entertainment eg cinema, magazines; clothing; phone charges; services eg hairdresser, dry cleaning, gym fees, insurance; loan repayments eg credit card; overdrafts

Planning a budget: balancing income with expenditure; consideration of weekly, monthly and annual expenditure; need to save eg for presents, holidays, furniture, replacement of electrical goods; allowing for emergencies eg illness, accidents, equipment breakdown eg washing machine; ways to save money eg two for one offers, money-off vouchers, bulk buy, cycle to work or college, limit use of credit or store cards

2 Understand how to manage their personal finances

Organisations providing financial advice: banks, building societies, insurance companies, financial advisers, Citizens Advice Bureau; government website eg Direct.gov; loan companies

Managing personal finances: current account, regular payments spread over year by direct debit, savings account, tax-free account, regular savings account, fixed-rate bonds, pension, insurance policies, loan, investment eg shares

3 Know how to carry out transactions

Transactions: eg cash, cheque, debit card, credit card, store card, bankers draft, direct debit, standing order, internet payment

Calculations: knowing total cost; calculating affordability; offering sufficient money

Checking procedures: eg keeping PIN secure, keeping card secure, checking amount is correct, checking change is correct, checking balance against statement, signing cheque

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include case studies, learner presentations and group work. As many practical activities as possible should be included to help learners relate to the content of the unit. To achieve this it is recommended that learners be introduced to simple financial terminology for example income, expenditure, investment, saving.

Learners must be able to carry out financial calculations for achievement of this unit. The level of calculations required should reflect the Level 1 Functional Skills Mathematics Standards. Learners may need time to practise these skills. Additional learning time may be required to ensure that learners have gained sufficient skills in this area.

Learning outcome 1 focuses on personal income and expenditure and tutors will need to be sensitive to the confidential nature of this information. To introduce the concept of budgeting, learners could answer questions on case studies, which would provide opportunity to practise financial calculations of money received and expenditure for a week and to calculate the difference between income and expenditure. Within the above exercise, tutors could provide learners with different situations that cause either income to exceed expenditure or expenditure to exceed income. This can then be used as a basis for highlighting the need to keep track regularly to ensure income covers expenditure.

Learners could feedback their results to the whole group, which would form the basis of group discussion, to consolidate learning about budgeting and the need to make savings if expenditure exceeds income.

Learning outcome 2 could be introduced by inviting a guest speaker from a financial organisation to speak about current accounts, savings and loans. Learners could prepare questions to ask the speakers. Learners could complete paired research into different financial organisations which provide information on current accounts, savings and loans. Each pair could choose a different organisation to ensure wide coverage. Research may include visits to organisations, collection of leaflets and/or internet research. Learners could feed back their information to the whole group by giving a short PowerPoint presentation, presenting the information on a poster, or as a handout for other learners in the group. In the process, learners should select the type of account that best meets their needs.

Learning outcome 3 could be introduced by brainstorming different ways to pay for purchases. Key words could be collated on the flipchart. The need for checking procedures in different transactions could be explored through discussion. Role play exercises giving learners the opportunity to practise different types of transaction and use appropriate calculations will help to consolidate learning before the practical assessment.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – ways to record weekly budget: using Excel, using a written template.</p> <p>Case studies – to identify sources and weekly income and expenditure and any surplus or over expenditure using Excel or a written template to record findings.</p> <p>Practical – presentation which uses the case studies to explain the importance of expenditure and identify ways savings could be made where expenditure exceeds income.</p> <p>Practical – record personal budget plan using chosen format.</p> <p>Assessment – learners present personal budget.</p>
<p>Guest speakers (from different financial organisations) – provide information on their services.</p> <p>Tutor-led discussion – ways to manage personal finances: current accounts, savings accounts, direct debit, pension, loan.</p> <p>Small group research – learners select one of the above and gather information about the suitability for different individuals.</p> <p>Activity – group presentation of information to include a fact sheet for other learners.</p> <p>Research could involve internet, visits to financial organisations to collect information.</p> <p>Assessment – learners provide information about different financial organisations and an account which suits their purposes.</p>
<p>Tutor led discussion – different ways to make transactions.</p> <p>Group activity – fundraising activity, for example, charity coffee morning. Learners take turns selling and giving change.</p> <p>Tutor-led discussion – using cards to make transactions. ‘What is the PIN?’ ‘How to remember your PIN’</p> <p>Practical – posters – keeping your PIN safe.</p> <p>Tutor demonstration – how to complete cheque on board or flipchart.</p> <p>Role play – using cheques to pay for items using invalid chequebooks.</p> <p>Assessment – witness statement as evidence of learners carrying out two different types of transaction, using appropriate calculations and checking during transactions.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Assessment criteria 1.1 and 1.2 can be combined into one assessment task. For 1.1 learners will need to produce a budget plan for one week which includes information about personal income and important items of expenditure. The learner does not need to describe every aspect of weekly expenditure but should be able to describe the most likely or common items.

In order to achieve 1.2 the learner should use basic calculations to compare income with expenditure based on details given for their weekly income and expenditure. Calculations should show whether income for the week exceeds, equals or falls short of expenditure. Learners may use a template to record the information and show their calculations.

To achieve 2.1 learners should list at least three different financial organisations, one which provides information on current accounts, one which provides information on savings and one which provides information on loans. This information could be evidenced on a leaflet or poster.

To achieve 2.2 learners should identify one account which meets their needs and give one reason why it would be suitable for them.

Assessment criterion 3.1 requires learners to list at least four different ways purchases may be paid for.

Assessment criteria 3.2 and 3.3 may be met through completion of a practical task, which may be real life or a simulation. This may be videoed by the tutor or evidenced by a tutor observation record.

Learners will need to demonstrate carrying out two different transactions correctly. They will need to demonstrate appropriate calculation and checking procedures during the transactions, for example keeping their PIN secure. Alternative methods of evidencing learning may be used.

Essential resources

Learners will need the resources to carry out two different financial transactions in real or simulated situations.

Indicative resource material

Online publications

DfES Financial Capability through Personal Financial Education (2000)

Websites

money.citizenshipfoundation.org.uk/banks	The Citizenship Foundation
www.bbc.co.uk/skillswise/numbers/measuring/money/game.shtml	BBC Skillswise
www.direct.gov.uk/en/MoneyTaxAndBenefits/ManagingMoney/SavingsAndInvestments/DG_10013701	Directgov
www.pfeg.org	Personal Finance Education Group
www.teachernet.gov.uk/teachingandlearning/library/youngpeopleandmoney	Teacher Net resources to support personal, social and health education (PSHE)

Unit 11: Understanding Personal Identity

Unit code: M/600/3134

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to encourage learners to value themselves, understand what can influence self-esteem and have a positive sense of personal identity.

Unit introduction

Understanding the factors that contribute to a positive sense of personal identity is essential for developing confidence and self-esteem. Self awareness and confidence are extremely important for personal wellbeing and are also sound preparation for employment.

Confident learners are more successful with their studies, have better job-seeking skills and eventually become more valuable employees.

There are well established links between personal identity and self-esteem and this unit will enable learners to gain an appreciation of the value of having a positive sense of self and a positive outlook on life.

The first part of the unit will explore the nature of personal identity. Learners will be encouraged to consider their personal qualities and the factors that can influence these in their own lives.

The unit will then explore some of the circumstances that can affect self-esteem, including family and friendships, achievement and employment.

Finally, learners will be encouraged to consider how to recognise and respond to influences on their self-esteem and confidence, in such a way as to create a positive sense of self.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the main factors that influence personal identity	1.1 Describe personal identity 1.2 Outline the factors that affect personal identity
2 Understand that self-esteem can change with personal circumstances	2.1 Discuss self-esteem 2.2 Explain personal circumstances that can influence self-esteem
3 Be able to recognise and respond to influences on own self-esteem	3.1 Present influences on own self-esteem 3.2 Give examples of links between own self-esteem and own confidence 3.3 Demonstrate how to create a positive sense of self.

Unit content

1 Know the main factors that influence personal identity

Personal identity: personal qualities and attributes eg aspects of personality and character which are unique to any individual, including generosity, having a caring nature, being courageous, having a sense of humour; distinctive characteristics eg race, appearance and abilities; values and beliefs eg religion and culture

Main influencing factors: exploring the effects of different characteristics, personality traits and values and beliefs on an individual's sense of self and confidence, examining influences eg attitudes, skills and achievements, lifestyle, family, friendships and relationships, culture, religion and the media

2 Understand that self-esteem can change with personal circumstances

Self-esteem: concept of self eg self-confidence, sense of worth, self-respect, feeling good about self and achievements, resilience

Personal circumstances: range eg family relationships, influence of friendships, bullying, academic and other achievements, employment situation, the importance of recognition, feeling valued and respect, the damaging effects of criticism and ridicule, the importance of support, encouragement, approval and acceptance

3 Be able to recognise and respond to influences on own self-esteem

Influences on own self-esteem: level of comfort with personal appearance eg physical, facial, weight; impact of achievement in school, sports or other competitive situations, influence of praise and criticism, relationship with parents, siblings, other family members and friends, importance of approval and support, sense of belonging, self confidence

Recognise and respond: importance of feeling comfortable and confident, resisting peer pressure, dealing with criticism, being able to accept praise

Essential guidance for tutors

Delivery

This unit lends itself to a variety of delivery methods, including individual and group work, practical role play and contributions from outside specialists. The nature of the content is highly sensitive and tutors should be aware of the different, individual needs of learners in relation to issues around self-esteem and personal identity which should be handled appropriately.

Learning outcome 1 is all about personal identity and the factors that influence it. This could be explored through learners making lists of their personal qualities and attributes or creating personal Facebook-style pages.

The influences on personal identity could be explored through case study material or real life personalities, examining influences such as lifestyle, family, culture, religion and the media. Examples could include the impact on personal identity of factors like becoming famous, following a particular religion or becoming a parent.

Learning outcome 2 explores the nature of self-esteem and the personal circumstances that can affect it. This could be combined with learning outcome 3, which focuses on learners' self-esteem. Learners could write and respond to anonymous 'agony aunt' letters about different aspects of self esteem, for example being unhappy with their physical appearance, constantly being criticised by a parent or always being left out of group activities.

Learners could create 'Personal Mandalas' with sections on 'I feel good about myself when...', 'I feel confident when ...' 'I don't feel good about myself when ...'. This could be extended by using games like 'Life Stories', 'The Ungame' or 'The Positive Attitude Ball' (Being Yourself; Smallwood Publishing), which all encourage learners to discuss different aspects of self-esteem in a non-threatening way. Learners could work in groups to examine different situations, for example, 'how would you respond to the following' using scenarios like being ridiculed, accepting praise or dealing with criticism. Key points could be summarised on posters, webpages or similar.

With sensitivity, some issues around self esteem could be explored through role play situations, although this would need to be handled with care by the tutor with secure ground rules established. However, this could be useful in helping learners to recognise and respond to influences on their self esteem for learning outcome 3.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit.</p> <p>Brainstorm: what is personal identity?</p> <p>Individual work/assessment: listing own personal qualities.</p> <p>Group work/assessment: create posters/Facebook sites to illustrate factors that influence personal identity.</p> <p>Discussion: Feedback from group work.</p>
<p>Individual Quiz: what is self esteem?</p> <p>Individual work/assessment: completing charts/personal mandalas: 'What makes me feel good about myself?'</p> <p>Group role play: scenarios around influences on self esteem eg bullying; criticism from parents/teachers; being ridiculed.</p> <p>Group work: creating posters on 'Words and Actions that Hurt' (or similar).</p>
Assessment feedback, review and evaluation of unit.

Assessment

Assessment criteria 1.1 and 1.2 require learners to define personal identity and the factors that influence it. This should include personal qualities and aspects of personality and character. Influencing factors should include values and beliefs, skills and achievements and lifestyle and family. This could be evidenced with Facebook-style pages and summaries from case studies or group work to highlight the main influences on personal identity.

Learning outcomes 2.1 and 2.2 require learners to outline self esteem and the personal circumstances that can influence it. This should include family relationships, friendships and academic and other achievements and could be evidenced from individual and group work with personal charts, reports or checklists, for example a list outlining 'Ten things to improve self-esteem'.

This could be linked with the assessment criteria 3.1, 3.2 and 3.3 which all focus on learners' self esteem and creating a positive sense of self.

Learners could create and present a profile about themselves which outlines the links between their self-esteem and their confidence and identifies the kinds of things that help them to stay positive and feel good.

The assessment criteria for this unit could all be covered by one assignment focusing on self esteem. Learners could create and present a personal profile (which could be in a Facebook-style format with photos) that outlines aspects of their personality, influences on their self-esteem and how they maintain a positive sense of self.

Essential resources

Learners will need access to appropriate internet and other research tools.

Suggested resources

‘The Ugame’ (2003) game from Smallwood Publishing

‘Life Stories’ (2003) game from Smallwood Publishing

‘Positive Attitude Ball’ (2003) game from Smallwood Publishing

Indicative resource material

Martinez A and Cooper V – *Laying the Foundations* (NCB Publications, 2006)
ISBN 139781904787846

Sharpe S and Thomson R – *All You Need is Love?: The Morality of Sexual Relationships Through the Eyes of Young People* (NCB Publications, 2005) ISBN 139781904787358

Sunderland M – *Draw on Your Relationships* (Speechmark Publications, 2009)
ISBN 139780863886294

Wood S – *Life Routes: a Practical Resource for Developing Life Skills With Vulnerable Young People* (NCB Publications, 2006) ISBN 139781904787761

Websites

www.bbc.co.uk/relationships/improving_your_confidence	BBC
www.chalkface.com	Chalkface Project
www.childline.org.uk	ChildLine
www.nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal	Department for Children, Schools and Families
www.self-confidence.co.uk/self/esteem/tips.html	Self Esteem Tips
www.teenlineonline.org	Teen Line

Unit 12: Healthy Lifestyles

Unit code: T/600/3135

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to explore emotional health and wellbeing and the factors that can influence this.

Unit introduction

This unit focuses on informing learners about the way in which physical, mental, sexual and emotional health all contribute to a healthy lifestyle and the importance of being healthy. A range of behaviours are identified and the consequences of high-risk behaviour examined. Learners need to consider the impact of their choices and behaviour on others.

Learning about the factors that influence a healthy lifestyle enables individuals to be better prepared for their different roles in life in the future.

The unit begins by exploring the key elements of a healthy lifestyle and the factors that can influence this.

Learners will be encouraged to examine aspects of their lifestyle and to consider some of the factors that affect this.

The unit will continue by examining what high-risk behaviours are and the impact these can have on self and others.

In the last part of the unit, learners will explore how to balance work, leisure and exercise.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know how to lead a healthy lifestyle	1.1 Outline key elements of a healthy lifestyle 1.2 State why it is important to lead a healthy lifestyle 1.3 Describe activities which can be damaging to a healthy lifestyle
2 Understand the impact of high-risk behaviours on others	2.1 Discuss different high-risk behaviours 2.2 Explain the effects on self and others of high-risk behaviour
3 Be able to balance work, leisure and exercise and stay healthy	3.1 Plan ways to be healthy 3.2 Present ways to balance work, leisure and exercise.

Unit content

1 Know how to lead a healthy lifestyle

Healthy lifestyle: aspects eg physical, mental, sexual and emotional health, health as a positive status of wellness and not just the absence of illness, importance of lifestyle decisions for prevention of illness, responsibility for maintaining health, influence of diet, exercise, smoking, alcohol, drugs, stress, sexual relationships

Importance of healthy lifestyle: factors eg long term health and wellbeing, short and long term consequences on health and life expectancy, know about the dangers of addiction eg nicotine, alcohol, other drugs, importance of healthy eating and regular exercise, problems associated with obesity, eating disorders, importance of safe sexual behaviour, dangers of sexually transmitted infections, long term consequences of infections like herpes and HIV, importance of positive mental health, prevention of depression and anxiety, stress relief

2 Understand the impact of high-risk behaviours on others

High-risk behaviours: types eg sexual behaviour, drugs, alcohol, tobacco misuse, anti-social behaviour, crime

Impact of behaviours: range eg on others, friends, families, community, impact on self eg become pregnant, addicted to drugs, tobacco, drink, driving under the influence of alcohol, contract sexually transmitted infections eg HIV, hepatitis, ASBO, imprisonment; impact on others eg stress caused to friends and family, cost to health service, involvement of police and probation services, disruption within community

3 Be able to balance work, leisure and exercise and stay healthy

Being healthy: importance of good nutrition eg low fat, salt, sugar consumption, five-a-day fruit and vegetables, avoiding too much processed or fast food, drinking water, importance of moderation

Balance work, leisure and exercise: creating balance eg all components in equilibrium, dangers of too much of one or the other, work/life balance, benefits of work eg financial, challenge and stimulation, being valued; benefits of leisure eg relaxation, stress relief, social contacts and friendships; benefits of exercise eg health benefits, cardio-vascular, fitness, preventing illness, sense of wellbeing

Essential guidance for tutors

Delivery

Successful delivery of this unit requires a sensitive approach as learners will be expected to examine their own lifestyle in addition to that of others. Tutors should have due regard for supporting learners who may disclose confidential, sensitive information and should seek out relevant help and support where appropriate.

Learners need to appreciate the links between healthy lifestyles and making responsible choices and be reassured that information and support are available to help them.

For learning outcome 1 learners could examine aspects of their own lifestyle, perhaps through a quiz or questionnaire that explores issues like diet, exercise, stress management and health behaviour, eg smoking and alcohol consumption.

Groups of learners could carry out online research into different aspects of a healthy lifestyle and the factors that influence health. This information could be summarised on posters, factsheets, PowerPoint or similar. A health specialist could also be invited to speak to the learners about healthy lifestyles, for example a nutritionist, health visitor or personal trainer.

Learning outcome 2 focuses on high risk behaviour and this could be covered by examining government or other advertising campaigns about the dangers of high risk behaviour, for example smoking in pregnancy, drink driving, or unprotected sex.

Learners could explore the messages within these campaigns in order to highlight the impact of high risk behaviour on themselves and others. Groups of learners could design their own campaigns, using different topics as examples.

Learning outcome 3 explores the balance between work, leisure and exercise. Learners could conduct anonymous interviews with different members of their family in order to gain information about work/life balance and how different individuals achieve this (or don't). Results could be summarised on charts (with due regard for confidentiality) and a rating scale could be used for comparisons.

The work life balance of different people could be assessed and compared, for example a mother with young children who works part time outside of the home, a single man with a full-time, high-powered job or a retired woman who takes care of her grandchildren on a regular basis. Alternatively, case study material could be used in order to explore the balance between work, exercise and leisure in different situations.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit.</p> <p>Individual work: quiz to identify aspects of own healthy lifestyle.</p> <p>Group work/work in pairs: internet research to explore the impact of different influences on healthy lifestyle, for example diet, smoking, drugs, alcohol, stress and personal relationships (each group/pair to consider a different factor).</p> <p>Assessment or individual work: produce a fact sheet to summarise findings.</p>
<p>Group work: design an advertisement for TV that addresses a particular influence on healthy lifestyle.</p> <p>Work could include creating storyboards/leaflets/posters, PowerPoint presentation or similar.</p> <p>Presentation: each group to present the key elements of their TV advert and how this might affect decision-making about health behaviour.</p> <p>Individual work or assessment: identify and present own contribution, explaining what this tells you about healthy living.</p>
Assessment feedback, review and evaluation of unit.

Assessment

In order to meet the requirements of 1.1 learners need to outline key elements of a healthy lifestyle, including physical, mental, sexual and emotional health. Examples could include healthy eating, regular exercise, safe sexual behaviour, relaxation and leisure pursuits.

Assessment criterion 1.2 requires learners to state why it is important to lead a healthy lifestyle and this should include long and short term consequences like preventing illness, promoting wellbeing and improving life expectancy. Assessment criterion 1.3 asks learners to describe activities which can be damaging to a healthy lifestyle. These should include activities like smoking, drug misuse, unprotected sex and eating unhealthily.

There is some overlap here with 2.1 and it may be useful for learners to differentiate between activities which are damaging to a healthy lifestyle (such as unhealthy eating) and high risk behaviour (such as drug misuse).

In order to meet 2.2 learners need to explain the effects on self and others of high risk behaviour and this should include different situations, for example the effects of smoking on the smoker (heart disease), other people (passive smoking), and the dangers of smoking in pregnancy (low birth weight). This could be evidenced from individual or group work and online investigations, and summarised on posters, fact sheets or similar.

In order to meet 3.1 learners need to plan a balanced diet and this could be evidenced from menu plans with an evaluation of nutritional content.

Learning outcome 3.2 could be achieved by presenting the results of group work or interviews with friends or family members about work/life balance. Learners could create action plans or lists of 'Do's' and 'Don'ts' for a healthy work/life balance.

All the assessment criteria for this unit could be met through one assignment covering the key elements of a healthy lifestyle, the factors that influence this and the importance of leading a healthy lifestyle.

Essential resources

Learners will need access to appropriate internet and other research tools.

Suggested resources

‘Be Aware; Young People, Alcohol and Other Drugs’, NCB Teaching Pack (2004)

‘Cards for Life; Promoting Emotional and Social Development’ card game by Simon Blake, NCB (2005)

‘Sex, Myths and Education’, NCB Video (2002)

Indicative resource reading

Bean A – *Food for Fitness* (A&C Black Publishers Ltd, 2007) ISBN 139780713681284

Butler I, Robinson M and Scanlon L – *Children & Decision Making* (NCB Publications, 2005) ISBN 139781904787549

Lynch J and Blake S – *Sex, Alcohol & Other Drugs* (NCB Publication, 2004) ISBN 139781904787099

Madge N – *Understanding difference: the meaning of ethnicity for young lives* (NCB Publication, 2001) ISBN 139781900990691

Martinez A and Cooper V – *Laying the Foundations* (NCB Publication, 2006) ISBN 139781904787846

Sharpe S – *From Fear to Respect* (NCB Publications, 2004) ISBN 139781904787549

Sharpe S and Thomson R – *All You Need is Love* (NCB Publications, 2005) ISBN 139781904787358

Wood S – *Life Routes: a Practical Resource for Developing Life Skills With Vulnerable Young People* (NCB Publications, 2006) ISBN 139781904787778

Websites

www.bbc.co.uk/health

BBC Health advice pages

www.eatwell.gov.uk

Food Standards Agency advice site

www.nhs.uk/Change4life

Government health and exercise advice

www.nhs.uk/smokefree

NHS quit smoking advice site

www.RUThinking.co.uk

Sexual health advice site

www.studenthealth.co.uk

Holiday health advice

www.talktofrank.com

Drug awareness website

www.thesite.org

General health information site

Unit 13: Managing Personal Risk

Unit code: F/600/3137

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to explore how to recognise, assess and manage risk relating to personal safety, health and wellbeing.

Unit introduction

This unit enables learners to develop skills in recognising, assessing and managing risks, and as such enables them to become more secure, independent and confident.

The focus of this unit is on recognising risk and how people can act differently in a risky situation. Ways to get help are also presented, so that learners know what to do when confronted with an unexpected emergency or risk.

In the first part of the unit learners define what a risk is and give examples of situations that place people at risk.

The second part of the unit requires learners to consider how people react to risk and how being in a risky situation can be used to influence the behaviour of others.

Finally, learners must show that they would know how to get help if they found themselves in a risky or emergency situation.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know how to recognise risk	1.1 Define risk 1.2 Give examples of risky situations
2 Understand how risk can be used to influence others	2.1 Discuss how people react to risk 2.2 Explain how risk can be used to influence the behaviour of others
3 Be able to get help in an emergency or risky situation	3.1 Demonstrate how to get help in an emergency or risky situation.

Unit content

1 Know how to recognise risk

Risk: hazards eg exposure to potentially dangerous situations relating to personal safety, health, wellbeing and behaviour eg drink driving, drug use, unprotected sexual behaviour, sexual and other bullying situations, criminal or anti-social behaviour

2 Understand how risk can be used to influence others

Reactions to risk: feelings eg fear, bravado, vulnerability, uncertainty; actions eg showing off, acting unlike self

Influence other behaviours: actions eg threaten, take advantage, persuade others who might be frightened, exploit situation and people in an unusual way

3 Be able to get help in an emergency or risky situation

Sources of information and support: different sources eg local and national sources, voluntary and community organisations, media, internet; accessing reliable, accurate information, using a variety of sources eg FRANK, British Pregnancy Advice Bureau, Teenline, Kids Company, The Place 2BE, St Johns Ambulance, Red Cross, Terrence Higgins Trust, www.ruthinking.co.uk, www.knowthescore; emergency services

Be able to get help: ways eg hold contact information, websites, telephone numbers, using libraries and the internet, knowledge of referral systems, exploring local sources

Essential guidance for tutors

Delivery

The successful delivery of this unit requires a sensitive approach, as learners will be expected to examine risk taking in a variety of situations. Tutors should have due regard for supporting learners who may disclose confidential, sensitive information and should seek out relevant help and support where appropriate.

Learning outcome 1 requires learners to know how to recognise risk. This could be approached through video or case study material, with learners actively identifying different risky situations and/or behaviour.

Learners could also be encouraged to discuss different situations in their own lives where they have been involved in risky situations, although this will require sensitive handling from the tutor.

For learning outcome 2 learners are required to understand how risk can be used to influence others. This lends itself to role play situations, with learners acting out different risky situations and behaviours, for example driving under the influence of alcohol, unprotected sex, drug use or anti-social behaviour.

Learners could then analyse the impact on others, for example threatening situations, being afraid, bullying or showing off. Learners could discuss how the different situations made them feel and how their actions affected others in the group.

Learning outcome 3 requires learners to be able to get help in an emergency or risky situation. This could be approached initially with an internet investigation into sources of information, help and support.

Learners could present their findings in the group in order to share all the information. Representatives from different organisations may be willing to come and speak to the learners about the help and support they provide, for example St John Ambulance or Teenline, and learners could prepare questions anonymously for specialists to answer in the session.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit.</p> <p>Brain shower risky situations.</p> <p>Analysis of video: people making different decisions (positive and negative).</p> <p>In pairs: exploring factors that influence decision making.</p> <p>Assessment of individual work: creating checklists/posters/leaflets/PowerPoint (or similar) 'How to make Good Decisions'.</p> <p>Individual Quiz: 'How I Deal with Feelings'.</p> <p>Group role play: situations involving potentially risky/dangerous/anti-social/illegal behaviour, (including dealing with peer pressure and managing feelings)</p> <p>(video tape each group and replay for group discussion and feedback)</p>
<p>Work in pairs: investigating sources of information and support relating to health and wellbeing.</p> <p>Each pair to investigate a different area and feedback to the rest of the group.</p> <p>Individual work or assessment: record personal listings of useful sources and guidance.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To meet 1.1, learners are required to define risk and this could be combined with 1.2, where they need to give examples of risky situations. This could be evidenced from video material and discussion from group work around situations like driving under the influence of alcohol, unprotected sex, drug use or anti-social behaviour. Information could be summarised as posters, fact sheets or similar.

For 2.1, learners need to discuss how people react to risk and this could be evidenced from case studies or role play exploring alternative responses to different risk situations, including reactions such as fear, bravado and uncertainty.

Assessment criteria 2.1 could be linked with 2.2, with learners using the information from role plays to explain how risk can be used to influence the behaviour of others, for example bullying, threatening behaviour or showing off. Learners could interview each other about the influences on their behaviour and record the outcomes in short reports.

Learning outcome 3.1 requires learners to demonstrate how to get help in an emergency or risky situation and this would lend itself to a more practical assessment approach. Simulated situations could be used, for example sexual bullying, an attempted drug overdose or a potentially violent situation.

Learners could act out how they would respond and then create information leaflets or guidelines on how to get help in emergency or risky situations.

All the assessment criteria for this unit could be met through one assignment focusing on risky behaviour. Learners could produce a fact sheet about risky situations, a report about reaction to risk and an information leaflet about how to get help in emergency or risky situations.

Essential resources

Learners will need access to appropriate internet and other research tools.

Suggested resources

‘Be Aware; Young People, Alcohol and Other Drugs’, NCB Teaching Pack (2004)

‘Cards for Life; Promoting Emotional and Social Development’ card game by Simon Blake, NCB (2005)

‘Sex, Myths and Education’, NCB Video (2002)

Indicative resource material

Butler I, Robinson M and Scanlon L – *Children & Decision Making* (NCB Publications, 2005)
ISBN 139781904787549

Lynch J and Blake S – *Sex, Alcohol & Other Drugs* (NCB Publication, 2004)
ISBN 139781904787099

Madge N – *Understanding difference: the meaning of ethnicity for young lives*
(NCB Publication, 2001) ISBN 139781900990691

Martinez A and Cooper V – *Laying the Foundations* (NCB Publication, 2006)
ISBN 139781904787846

Sharpe S – *From Fear to Respect* (NCB Publications, 2004) ISBN 139781904787549

Sharpe S and Thomson R – *All You Need is Love* (NCB Publications, 2005)
ISBN 139781904787358

Wood S – *Life Routes: a Practical Resource for Developing Life Skills With Vulnerable Young People* (NCB Publications, 2006) ISBN 139781904787778

Websites

www.childline.org.uk	ChildLine
www.knowthescore.info	Scotland's drugs information gateway
www.ruthinking.co.uk	Sexual health advice
www.sja.org.uk	St John Ambulance
www.talktofrank.com	Drug awareness
www.teenlineonline.org	Teenagers self-help

Unit 14: Personal and Social Relationships

Unit code: L/600/3139

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to examine the nature of complex relationships and the importance of social skills in developing and maintaining complex personal and social relationships. Learners will be encouraged to examine ways of managing their feelings in different situations.

Unit introduction

Relationships affect much that we do in our lives, at home and elsewhere. The social skills involved need to be learned and practised. The ability to develop relationships is fundamental to wellbeing and learners need to develop the skills associated with forming personal and social relationships.

It is also important for young people to know how their feelings can influence their relationships and to consider how to exercise responsibility as they deal with the pressures and emotional challenges involved.

The ability to build and maintain positive relationships is essential for working with other people and making a positive contribution in society.

The first part of the unit requires learners to identify the relationships they currently have, and to consider the importance of relationships to society.

The unit will continue by looking at the skills used to create and develop relationships and how these can be learnt and practised.

The final part of the unit expects learners to demonstrate the social skills they have identified in a positive way.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know why relationships are important	1.1 Describe relationships with different people 1.2 Outline the importance of relationships
2 Understand how relationships can be developed	2.1 Explain skills used to develop relationships 2.2 Discuss different behaviours in relationships 2.3 Describe positive relationship skills and behaviours
3 Be able to use social skills in relationships	3.1 Use social skills to build and maintain positive relationships 3.2 Show how negotiation can be used in relationships.

Unit content

1 Know why relationships are important

Different relationships: personal relationships eg emotional connection with another significant person, sexual relationships, the importance of gender equality, exploring aspects of behaviour in personal relationships; social relationships eg friendships, family relationships, group involvement and wider relationships, communication and co-operation, group behaviour and teamwork, school, work, church

Importance: reasons eg affect everything we do, multiple roles and responsibilities held need different approaches, contributing to teams, community and groups, help us to feel good about ourselves, sense of belonging, being appreciated, altruistic reasons

2 Understand how relationships can be developed

Behaviours in relationships: positive behaviours eg getting to know someone, introductions, asking questions, exploring individual likes, dislikes, values, attitudes, feelings; negative behaviours eg being unfriendly, being aggressive, not speaking; different relationships eg friendships, romantic relationships, family and group relationships; explore how different feelings are expressed and managed eg verbally, physically, through behaviour

Developing relationships: factors eg the importance of trust, the concept of working on a relationship, keeping open communication, regular contact, doing things for others, concept of partnership, co-operation, involvement with each other, shared interests and common goals, discussing important issues, expressing feelings

3 Be able to use social skills in relationships

Social skills in relationships: types eg communication, assertiveness, collaboration, active listening, the importance of empathy and how to empathise appropriately; negotiation skills and the ability to compromise where required; the importance of assertiveness and how to be assertive in different situations, collaboration and working together, teamwork, interpersonal skills, mutual consent; taking responsibility eg accountability, taking account of the consequences of one's actions on others, dependability, trust and reliability, duty to each other

Essential guidance for tutors

Delivery

This unit lends itself to a variety of practical approaches exploring the nature of relationships, including communication, active listening and negotiation skills. Tutors should be sensitive towards different values, attitudes and beliefs and if learners divulge any personal information, this should be dealt with appropriately.

Learning outcome 1 requires learners to know why relationships are important. This could be approached through an investigation into different relationships, with learners highlighting the key features of some of their own relationships and why they are important to them, for example friends, family and wider groups.

This could be extended into exploring the relationships of media personalities, eg partnerships, family relationships in popular TV soaps. Information could be shared in the group and key points could be summarised on posters, web-pages or similar.

For learning outcomes 2 and 3, different role-play situations could be used to demonstrate how relationships can be developed, for example meeting someone for the first time, attending a group meeting, visiting a distant relative. Relationship skills, including making introductions, asking questions, expressing feelings and ideas and active listening, could be practised in different scenarios.

Different feelings can be explored through a variety of activities, for example 'Emotions Cards' (Speechmark Publications). This could be extended into using other social skills like negotiation, compromising, being assertive, collaboration and teamwork through practical exercises in groups.

Practical communication exercises like charades may be useful here, along with practical team games, which require learners to cooperate and work together. The role-play scenarios could be videotaped and learners could review and analyse the different skills and behaviours they have practised and observed, summarised in short written reports or verbally on camera.

A relationship specialist, for example a Relate counsellor, could come and speak to learners about the importance of relationships and the social skills used in developing and maintaining relationships. It may be possible to combine this with the role-play activities, with the specialist offering practical guidance and advice.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit.</p> <p>Brain shower different social skills, including different types of communication.</p> <p>Individually record outcomes.</p> <p>Whole group practical activities on communication eg Chinese whispers, charades, miming, consequences.</p> <p>Practical in small groups: active listening exercises – in groups of three with observers.</p> <p>Group work: feedback outcomes from practical exercises and complete checklist for positive communication.</p> <p>Individual work or assessment: record information about the importance of positive relationships.</p>
<p>Group work: making posters of different feelings.</p> <p>Video: observing and identifying different feelings in a variety of situations.</p> <p>Role-play situations: scenarios dealing with different feelings.</p> <p>Group discussion: outcomes from role play.</p> <p>Individual work or assessment: create and complete a check list for dealing with feelings.</p>
<p>Work in pairs: analyse positive and negative characteristics of well-known relationships, eg celebrities, TV and sports personalities, figures from history; politicians etc.</p> <p>Individual work or assessment: summarise in a written magazine article.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Criterion 1.1 requires learners to give examples of relationships with different people and this could be summarised from discussions about different relationships in their own lives, for example friendships, groups, family and romantic relationships.

This could be linked with 1.2, with learners writing magazine-style articles about the importance of relationships, including how positive relationships support our everyday lives, make us feel good about ourselves and strengthen our different roles in life.

Learning outcome 2.1 requires learners to explain the skills used to develop relationships and this should include a variety of communication skills such as making introductions, asking questions, active listening and expressing feelings.

For 2.2 learners need to discuss different behaviours in relationships and this should include positive behaviours like being friendly, keeping in touch and working together, as well as negative behaviours like being unfriendly or aggressive, excluding people from friendship groups or bullying.

Learning outcome 2.3 requires learners to describe positive relationship skills and behaviours and these could be summarised from practical group work and/or role-play situations, with learners creating personal ads for specific characters from case studies.

Learning outcomes 3.1 and 3.2 lend themselves to more practical assessment methods. Learners could review and analyse videos of each other in role-play situations that demonstrate how they use social skills in relationships and show how negotiation can be used in relationships, for example sharing ideas, discussing important issues and reaching a compromise.

The assessment criteria for this unit could all be covered by one assignment that focuses on building and maintaining relationships. Learners could combine their work from different activities and submit a short portfolio of evidence that includes written work on the importance of relationships and the skills and behaviours needed to maintain positive relationships. Video evidence could also be submitted as part of this portfolio.

Essential resources

Learners will need access to appropriate internet and other research tools.

Suggested resources

‘Cards for Life; Promoting Emotional and Social Development’ card game by Simon Blake, NCB (2005)

‘Emotions Cards’, Speechmark Publications (2004)

Indicative resource material

Butler I, Robinson M and Scanlon L – *Children & Decision Making* (NCB Publications, 2005) ISBN 139781904787549

Fuchs B – *Group Games: Social Skills* (Speechmark Publishing, 2002) ISBN 780863884207

Madge N – *Understanding difference: the meaning of ethnicity for young lives* (NCB Publication, 2001) ISBN 139781900990691

Margot Sunderland – *Draw on Your Relationships* (Speechmark Publications, 2009) ISBN 0863886299

Martinez A and Cooper V – *Laying the Foundations: Talking About Emotions, Relationships and Sex in Primary Schools* (Spotlight, 2006) ISBN 139781904787846

Portmann R – *Group Games: Dealing with Aggression* (Speechmark Publishing, 2002) ISBN 9780863884108

Portmann R – *Group Games: Emotional Strength and Self-Esteem* (Speechmark Publishing, 2002) ISBN 9780863883941

Sharpe S – *From Fear to Respect* (NCB Publications, 2004) ISBN 139781904787549

Sharpe S and Thomson R – *All You Need is Love* (NCB Publications, 2005) ISBN 139781904787358

Wood S – *Life Routes* (NCB Publications, 2006) ISBN 139781904787778

Websites

www.childline.org.uk

Children’s advice

www.teenlineonline.org

Teenagers’ self-help

Unit 15: Exploring the Impact of Diversity in Our Communities

Unit code: F/600/3140

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to explore diversity in local communities. Learners are expected to consider their own attitudes and how these can influence behaviour towards diversity.

Unit introduction

The ability to appreciate individual similarities and differences is an important skill in making and maintaining personal and social relationships. Learning to acknowledge and value diversity is an important part of understanding discrimination.

Being able to empathise with others helps learners to accommodate differences in their lives and accept their responsibility to challenge prejudice wherever it is encountered.

As young people are developing their attitudes towards others in society, it is extremely important to consider individual differences and to encourage the celebration of diversity, within the education environment, the local community and the world of employment.

The concepts involved in understanding diversity and discrimination are fundamental to individuals being able to make a positive contribution in society.

In the first part of the unit learners will be encouraged to consider attitudes towards diversity and to be aware of how these can influence behaviour.

The second part of the unit explores diverse values in the local community.

The unit will continue by examining the nature of discrimination and ways to challenge discrimination wherever it is encountered.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know how attitudes about diversity can influence behaviour	1.1 Identify different attitudes about diversity 1.2 Describe how those attitudes can influence behaviour
2 Understand diverse values in the local community	2.1 Outline the key features of a diverse community 2.2 Identify similarities and differences in values between people
3 Know how to recognise and challenge discrimination	3.1 Give examples of discrimination 3.2 Outline ways to challenge discrimination.

Unit content

1 Know how attitudes about diversity can influence behaviour

Attitudes about diversity: types eg thoughts and feelings around different beliefs and values, the nature of variety, being different through religion, race, gender, age, culture, sexual orientation, disability

Influence behaviour: ways eg exploring the connections between attitudes and values towards diversity, tolerance, developing an inclusive approach within friendship groups, schools, families and wider society, positive and negative influences eg prejudice and bullying, multi-cultural and inter-generational influences

2 Understand diverse values in the local community

Diverse values: types eg different values and beliefs about variety, similarities and differences between groups and individuals in race, gender, age, culture, religion, sexual orientation or disability, different priorities in life, the importance of individuality

Local community: options eg home town or city, region, area; exploring the population within the learners' own environment or particular area

3 Know how to recognise and challenge discrimination

Discrimination: meanings eg the nature of prejudice, examples of discrimination eg homophobia, racial discrimination, ageism, sexism, lack of provision for disabled people, bullying

Recognise and challenge discrimination: ways eg identify and label discriminatory behaviour, acknowledge inappropriate attitudes and behaviour relating to discrimination, strategies to target inappropriate attitudes and behaviour eg anti-bullying policies, importance of inclusion and diversity, tolerance, appreciation of difference

Essential guidance for tutors

Delivery

Successful delivery of this unit requires a sensitive approach, as learners will be expected to examine their own attitudes and beliefs towards diversity and discrimination. Tutors should have due regard for supporting learners who may have difficulty in discussing potentially sensitive information and should also be prepared to challenge discriminatory comments or attitudes if they arise.

Learners need to understand the importance of appreciating individual differences and adopting a tolerant approach and be reassured that confidentiality will always be respected.

This unit lends itself to a variety of creative approaches to investigating the nature of diversity. For learning outcome 1, learners could begin by exploring some of the similarities and differences between themselves, using questionnaires or other survey techniques. This could be developed to include attitudes about diversity, using case studies to explore a variety of attitudes and values and how these can influence behaviour, for example attitudes towards elderly or disabled people or behaviour towards homosexuals.

Learning outcome 2 could be covered by an investigation into diversity within the local community. Learners could conduct online research into the local population. Small groups of learners may be able to visit different groups or organisations within the local community, for example a disabled living foundation, multi-cultural organisation or multi-faith group.

Representatives from different groups, for example Age Concern, may be willing to visit and speak to learners about their experiences. Findings from the investigations could be summarised and key points about diverse values could be presented within the group in order to share all the information.

To cover learning outcome 3, learners could work in groups to identify and record situations of discrimination, perhaps from their own experience or from TV or other media examples. This could be developed into role play situations, covering a range of circumstances where learners are encouraged to challenge discrimination and prejudice, for example homophobia or racial discrimination. The role-plays could be video-taped and played back for evaluation and review within the group, or outcomes could be summarised as a 'checklist for appreciating everyone'.

It is important that tutors take account of individual needs and preferences and have due consideration for different attitudes and beliefs.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit.</p> <p>Whole-group activity: identifying individual similarities and differences with each other, eg using questionnaires, surveys, 'people treasure hunt' or similar.</p> <p>Group discussion to feedback findings.</p> <p>Group work: reviewing case studies exploring attitudes and values towards diversity.</p> <p>Whole-group feedback.</p> <p>Individual work or assessment activity: record outcomes of group discussion.</p>
<p>Individual online research: diversity in the local community eg culture, religion, race, age etc and produce a 'Community Fact Sheet' to summarise findings.</p> <p>Guest speaker eg from Age Concern, Disabled Living Foundation, with questions and answer session.</p> <p>Brain shower: types of discrimination.</p> <p>Group work: identifying incidents of discrimination about own experience or real life or TV shows.</p> <p>Role play situations: challenging discrimination, use video to document outcomes.</p> <p>Replay videos and discuss situations: challenging discrimination.</p> <p>Complete individual summary worksheet or checklist on 'Appreciating Everyone', key points about challenging discrimination.</p> <p>Individual work or assessment: produce a report which addresses diversity, attitudes and behaviour.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To meet the requirements of 1.1 learners need to identify different attitudes about diversity. This should include positive and negative attitudes, for example positive attitudes towards multi-culturalism and negative attitudes towards different racial groups.

Learning outcome 1.2 requires specific examples of how these attitudes can influence behaviour and this could be evidenced from practical case studies, together with individual reports or written checklists.

For 2.1 learners need to outline the key features of a diverse community. This should include religion, race, gender, age, sexual orientation and disability and could be evidenced from online research, with information presented on a spreadsheet, chart, graph or similar.

Assessment criterion 2.2 requires learners to identify similarities and differences in values between people. This information could be evidenced from confidential interviews or questionnaires conducted with each other or friends and relatives. The results could be summarised in short, written reports.

Learning outcome 3.1 requires specific examples of discrimination, for example homophobia, ageism, sexism or bullying, and this could be evidenced from group work and individual reports.

To meet 3.2 learners need to outline ways of challenging discrimination, including identifying and labelling discriminatory behaviour and acknowledging inappropriate attitudes. This could be evidenced from role play situations, with learners actively involved in their own assessment and producing action plans for challenging discrimination.

The assessment criteria for this unit could be covered by two short assignments, one focusing on discrimination and one on diversity. Learners could analyse role-play situations in order to identify and challenge discrimination. Assessment could consist of tutor and peer group feedback.

Practical case studies or real-life interviews or questionnaires could be used to assess the links between diversity, attitudes and behaviour, focusing on the local community. Learners could work in small groups, but present their individual written reports for assessment.

Essential resources

Learners will need access to appropriate internet and other research tools.

Indicative resource material

Daniels K and Macdonald L – *Equality, Diversity and Discrimination: A Student Text* (Chartered Institute of Personnel and Development, 2005) ISBN 1843981122

Malik H – *A Practical Guide to Equal Opportunities* (Nelson Thornes, 2003) ISBN 0748770798

Thompson N – *Promoting Equality: Challenging Discrimination and Oppression* (Palgrave Macmillan, 2003) ISBN 0333993535

Websites

www.disabilityinfo.gov

Government's disability information

www.edchange.org/multicultural

Multicultural Pavillion

www.eop.com

Equal opportunities publications

www.wmin.ac.uk/page-1942

University of Westminster

yourlifeline.org.uk/files/C2%20-%20Challenging%20Discrimination.pdf

Challenging discrimination worksheet

Unit 16: Career Progression

Unit code: J/501/5814

QCF Level: 1

Credit Level: 2

Unit aim

The aim of this unit is to help learners understand the connection between their skills, experiences and aspirations, and possible career opportunities. Learners explore the ongoing nature of career development and also undertake the development of a career progression plan.

Unit introduction

Successful career progression requires planning, forethought and clear understanding of one's skills, experiences and circumstances. This unit will help learners develop an understanding of what is required of them in order to progress in a career that interests them.

Learners will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer.

This unit provides an opportunity to consider the importance and benefits of career progression. Learners will also find out about the practicalities of planning a stage in career development, such as goals and timelines.

In the first part of the unit learners examine the skills and qualities needed for success in careers. Specific skills required for career progression are indicated and learners identify different career and course options.

The rest of the unit concentrates on learners understanding the importance of career progression and then planning the next stages they need to take.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand skills and qualities needed to progress in a career	1.1 Discuss personal skills, qualities and experience relevant to career progression 1.2 Discuss areas of work or study that might be best suited to their personal skills, qualities or experience
2 Understand information and guidance related to career progression	2.1 With support, identify sources of career progression information and guidance 2.2 From sources of information and guidance, identify different career and course options
3 Understand the importance of career progression	3.1 Explain the importance of career progression for the individual 3.2 Explain the importance of career progression for others
4 Be able to plan the next stage in their career progression	4.1 With support, identify short-term goals that will help them progress their career 4.2 With support, identify a realistic timeline and relevant resources for achieving the career progression goals.

Unit content

1 Understand skills and qualities needed to progress in a career

Skills and qualities relevant to career progression: personal skills and qualities eg self-motivation, flexibility, determination, goal setting; ability or desire to learn new skills and new information

Areas of work or study suited to personal skills, qualities or experience: linking personal skills, competencies, experience, qualities and interests to specific areas of work or study eg experience in caring for young children or disabled relative could lead to career in personal or social care, interest in computers might suit enrolment in IT course, confidence in talking to people could fit role in sales or retail

2 Understand information and guidance related to career progression

Information and guidance related to career progression: sources eg college, school or community-based careers services, Jobcentre plus, Learndirect, libraries, careers sections in local newspapers, magazines and websites, personal development and career development magazines and websites, work placements, progress files, vocational specialist websites such as Connexions, Careers Wales, Careers Scotland, Careers Ireland, Sector Skills Councils and a range of BBC links to Blast, Go Get it, One Life – Your World: Work and Future

3 Understand the importance of career progression

Importance of career progression: outcomes eg improved quality of life, personal fulfilment, job satisfaction, financial benefits, teaching or training others, inspiring or helping others, ongoing learning and development for self

4 Be able to plan the next stage in their career progression

Plan the next stage in their career progression: setting short-term goals; the role of self in career planning eg mindset, personal behaviours and qualities; ensuring goals are appropriate; the role of others in career progression eg family, friends, tutors, employers; realistic timelines

Essential guidance for tutors

Delivery

Tutorial sessions could be a useful scenario for delivery of this unit. It could also be integrated into a vocational qualification or delivered in a work-based setting.

It would be helpful to make explicit to learners the skills associated with career progression, employability and the general concept of lifelong learning. Learners should understand that the term 'career progression' encompasses work and study experience and opportunities. The idea of motivation and its impact on learning and development should be featured in the learning programme. This is especially relevant for assessment criteria 1.1, 4.1 and 4.2.

Tutors or line managers might find it helpful to direct learners to case studies, documentaries or articles about how successful people have been motivated to learn, develop and succeed in their particular field of study or occupation. Tips and sources of support for motivation – how to get motivated and stay motivated – could be explored.

Furthermore, individual learners should be encouraged to present their career progression goals in a format that best suits their individual learning style or styles, as the emphasis is on producing a career progression plan that can be practically applied to the learner's own circumstances. Examples could include presentations, diagrams or posters.

Delivery of the unit could include real and imagined scenarios relating to work, study and career development. 'Real' situations might include investigating the opportunities and processes for career progression in a particular workplace. This could form part of an induction programme or personal review process.

Learners may listen to visiting speakers or talk to relevant individuals currently working in a specific career in order to obtain useful information. Tutors or line managers could also arrange access to resources that promote a positive approach to learning and development, for example BBC Raise Your Game.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit – and the importance of career progression.</p> <p>Small groups: discuss skills and qualities needed for career progression.</p> <p>Get groups to produce a flip chart with skills and qualities listed to share with whole group.</p> <p>Tutor-led session consolidating information and taking it on to contextualise in areas of work.</p> <p>Pair work to talk in detail about individual skills, qualities and experience. Link to personal interests in areas of work.</p> <p>Individual work or assessment activity: produce a summary of own skills, qualities and experience and describe how these match areas of work identified for career progression. Explain the importance of career progression.</p>
<p>Tutor-led input on sources of information for career guidance and progression.</p> <p>Paired work: research career progression and guidance information – checking with tutor it is appropriate.</p> <p>Individual work or assessment activity: record information and guidance which will help with different career and course options.</p>
<p>Tutor-led discussion on planning and how to plan next stage in career progression – setting goals, realistic timelines, suitability of goals.</p> <p>Paired work: discuss and set goals to help progress career.</p> <p>Individual work or assessment activity: create a plan which shows short-term goals, resources, timelines for achieving career progression.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To achieve 1.1 learners need to include information about their personal skills, qualities and experience relevant to career progression. This will need to include skills they have developed through their previous work or learning. This may be evidenced by learners completing a simple self-assessment pro forma. Alternative methods of evidencing may be used, such as posters, charts or presentations.

For 1.2 learners need to use the information given in 1.1 to consider at least two areas of work or study that may be suitable for them. This may be evidenced by a one-to-one tutorial or discussion recorded by the tutor or line manager for verification purposes.

In order to achieve 2.1 learners need to be able to identify at least two sources of information about job roles, study opportunities or career paths in a sector relevant to the choices made in 1.2. A range of resources may be provided for the learner, but the learner must be able to identify their sources of information independently.

For 2.2 they will need to match the skills and qualifications needed for two possible career or course options to their own skills, qualities and experience.

To meet 3.1 learners need to give two reasons why career progression may benefit individuals and for 3.2 two reasons why career progression may benefit others. These criteria may be evidenced through group discussions recorded by the tutor or line manager for verification purposes.

For 4.1 and 4.2, learners need to set at least two realistic short term goals in the form of a basic development plan for the next stage in their career development. Learners may receive guidance on what sort of goals would be appropriate for their circumstances through group discussions, discussions with a tutor or careers counsellor, or access to online and published career guidance resources.

Learners must however be able to choose and express their career progression goals independently of others. The goals, timelines and resources associated with the plan should be confirmed by the learner's advisor, tutor or supervisor.

Essential resources

Learners need access to a range of career-related resources such as websites, publications, tutors and careers advisers.

Websites

www.connexions.gov.uk	Connexions
www.direct.gov.uk/en/EducationAndLearning	Directgov
www.learndirect-advice.co.uk/helpwithyourcareer/jobprofiles	Learn Direct profiles of different career paths
www.learndirect-advice.co.uk/helpwithyourcareer/skills	Learn Direct
www.monster.co.uk	Job search

Unit 17: Financial Capability

Unit code: R/600/3143

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to help learners to understand the purpose of money management and to increase their knowledge of terms and products used for personal finance. The unit also aims to encourage learners to become critical consumers.

Unit introduction

Finance underpins most activities in life and this unit provides the vital foundation skills to help learners to manage money and personal finances and become more critical consumers.

To manage money effectively, young people need to know about a range of essential financial terms and products, and appreciate the impact of financial planning on their goals and aspirations.

The core of this unit is to give learners the skills required for personal budgeting and simple financial planning and to encourage them to become questioning and informed consumers.

The first part of the unit focuses on the skills, attitudes and qualities required for enterprise and how they can be developed.

The unit goes on to explore a range of financial products and terms that aid personal financial management, as well as the impact of planning on personal goals.

The final part of the unit examines personal finances, and at this level learners will be encouraged to follow guidelines to plan a personal budget and to consider the decisions they make in purchasing goods and services. It aims to encourage learners to become questioning and informed consumers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know what it means to be enterprising	1.1 Outline the skills, qualities and attitudes needed to be enterprising
2 Understand money management	2.1 Identify financial products and terms used in money management 2.2 Give examples of how planning money management can affect personal goals
3 Be able to manage own money	3.1 Follow guidelines to create a personal budget 3.2 Make decisions about purchasing goods and services.

Unit content

1 Know what it means to be enterprising

Enterprising: meaning eg being full of initiative, entrepreneurial

Enterprise skills: range of skills eg identifying opportunities, decision making (particularly in conditions of uncertainty), personal and social, leadership, risk management, presentational; attitudes eg self-reliance, open mindedness, respect for evidence, pragmatism, commitment to making a difference; qualities eg adaptability, perseverance, determination, flexibility, creativeness, ability to improvise, confidence, initiative, self-confidence, autonomy, willingness to make things happen

2 Understand money management

Money management: topics eg income and outgoings, wages, taxes, credit, debt; activities eg seeking and using professional advice from independent financial advisers; planning eg for savings and investment, personal goals, pensions

Range of financial products and services: types eg savings accounts, current accounts, overdrafts, personal loans, credit accounts, loans to buy property secured by mortgage, insurance, personal pensions

3 Be able to manage own money

Personal budgeting: ways eg using a clear and consistent method of entry; account of income and expenditure eg earnings, allowance from parents, income from selling items; expenditure eg daily, weekly, monthly calculations; processes eg adding up accurately, arriving at a surplus or deficit and adjusting budget accordingly

Purchasing goods and services: actions eg making decisions about purchasing goods and services; reasons for purchase eg copying others, one-up man ship, overt consumerism

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to learn and practise everyday money management skills relevant to their own lives. It also encourages learners to become critical consumers and to make decisions about purchasing goods and services.

Tutors will need to adopt a sensitive approach and ensure that any personal information that is shared by learners as part of the learning or assessment activities is respected and kept confidential.

Learning outcome 1 is all about the skills, qualities and attitudes required to be enterprising. Learners could explore this by identifying the characteristics of well-known or celebrity entrepreneurs and create 'personality fact files' which could then be presented and shared. Groups of learners could also be given practical tasks for example a table-top sale, and judgements could be made, as in *The Apprentice* or *Dragons' Den*, as to which group were the most enterprising.

For learning outcome 2, learners could be directed to appropriate websites to investigate a range of financial products and definitions of specific financial terms. A local bank or building society may be willing to allow groups of learners to visit a branch to collect information, or even send a representative to speak to the learners about financial products.

The benefits of money management could be explored through case studies or real life success and failure stories, and learners could create fact sheets or check lists to highlight the key points.

Learning outcome 3 focuses on learners' ability to manage their money. This could be explored by making a list of all their sources of income and all the things they have spent money on over a week or a month. With help, they could create their personal weekly budget plan using a spreadsheet, online budget calculator or simple accounts sheet.

Decisions about purchasing goods and services could be examined through simulation exercises, using different financial situations as examples. Learners could make judgements and vote on the purchasing decisions made by individuals and create guidelines on how to be a critical consumer.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit.</p> <p>Work in pairs: identifying characteristics required to be enterprising, using case studies of well-known celebrity entrepreneurs.</p> <p>In pairs create fact files to summarise information.</p> <p>Practical tasks in small groups: how to be enterprising eg planning and holding a table top sale or similar. The criteria should be set and judgements made with each group, as in the TV show <i>The Apprentice</i>, as to which group has been the most enterprising.</p> <p>Individual work or assessment activity: record judgements with reasons and comment on decisions.</p>
<p>Work in pairs: online investigations into different financial products. Collate case study material on the benefits of money management.</p> <p>Individual work or assessment activity: personal budget planning and creating spreadsheets.</p>
<p>Group work: simulation exercises on making purchasing decisions, using practical examples to make judgements.</p> <p>Individual work or assessment activity: written guidelines on 'how to be a critical consumer'.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet the requirements of 1.1 learners must outline the skills, qualities and attitudes needed to be enterprising. This could be presented as checklists, fact files or posters following on from group practical work. Learners could rate the different skills, qualities and attitudes in order of importance or potential success for a range of entrepreneurial projects.

For 2.1, learners could create information leaflets, summarising the facts collected from online investigations about financial products and services. Assessment criterion 2.2 requires learners to give examples of how planning money management can affect their personal goals, and this could be presented as a report on their aspirations for the future.

Learners could be given specific money management tasks to make decisions on and plan for their individual needs.

To meet criterion 3.1 learners need to follow guidelines to create a personal budget, showing their income and expenditure over a specified period. This can be presented in any suitable format, for example spreadsheet, online budget planner, accounts sheet. Learners need to demonstrate that they understand the principles of balancing income and expenditure.

In order to meet the requirements of 3.2 learners could create guidelines on how to be a critical consumer. This could follow on from group practical work and could be presented as lists of do's and don'ts for purchasing goods and services.

All the assessment criteria for this unit could be successfully covered by an overall assignment whereby learners provide evidence from a finance and enterprise-based project.

Practical tasks could be set which require learners to demonstrate entrepreneurial skills (as in *The Apprentice*), present information about financial products and services and follow guidelines to create a personal budget in order to make decisions about purchasing goods and services. This could be presented in a challenging, sensitively competitive way in order to motivate learners and maintain their interest.

Essential resources

Learners will need access to appropriate internet and other research tools. They will need the opportunity to make real or simulated financial transactions.

Indicative resource material

Banks E – *Finance: The Basics* (Routledge, 2006) ISBN 139780415384636

Cleaver T – *Economics: The Basics* (Routledge, 2004) ISBN 139780415314121

Knox S – *Financial Basics: Money-Management Guide for Students* (Ohio State University Press, 2004) ISBN 139780814209783

Websites

www.connexions-direct.com

Connexions

www.moneymadeclear.fsa.gov.uk

Money advice site of the Financial Standards Authority

www.natwestf2f.com

NatWest Bank

Unit 18: Managing Financial and Career Risk

Unit code: Y/600/3144

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to help learners to understand responsible risk taking as part of career advancement and financial decision making.

Unit introduction

Learning how to take calculated risks is an important life skill. Decision making in financial and career situations can involve a degree of risk and young people need to be able to recognise the opportunities presented by risk taking.

The first part of this unit explores the nature of risk taking and requires learners to understand risk in negative and positive terms.

The unit goes on to examine the importance of assessing risks in financial and career decisions.

Finally, learners are encouraged to consider what they can learn from mistakes made in taking risks.

This unit complements the *Unit 17: Financial Capability*, which looks at managing personal finances and dealing with transition.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know how risk taking can affect investments	1.1 Outline the consequences of financial risk taking 1.2 Describe how risk taking can affect investments
2 Understand the need to assess risk in financial and career decisions	2.1 Explain a risky financial decision 2.2 Explain a risky career decision 2.3 Explain why it is important to assess risks in finance and career decisions
3 Be able to manage risks and learn from mistakes	3.1 Create a plan for managing risks 3.2 Identify learning from mistakes.

Unit content

1 Know how risk taking can affect investments

Consequences: positive eg increased prosperity through savings, investment and trade, career promotion, unexpected success, recognition; negative eg loss, damage, things not turning out as expected

Effect investments: types of investment eg savings, shares, premium bonds, ISAs; effects eg financial markets, loss or gain of value, changing interest rates effect capital and gain

2 Understand the need to assess risk in financial and career decisions

Financial and career decisions: weighing up the possible benefits of financial and/or career risks eg taking a gamble with an investment, taking a chance on a promotion, use information for career transitions or advancements

Financial risk: types eg money lost through lending it to a friend and it not being repaid, purchasing shares as an investment and the share prices falling, taking a job in company hit by financial trouble

Career risk: types eg taking a course of study and not finishing it, accepting a job and subsequently not enjoying it, changing direction, taking a transfer

3 Be able to manage risks and learn from mistakes

Managing risks in finance and career: benefits eg increases chances of meeting aims, reduces mistakes, gains respect and trust from others, reduces stress and worry; actions eg identify factors which are most critical, identify, characterise, and assess threats, assess the vulnerability of critical factors to specific threats, determine the risk, identify ways to reduce those risks, prioritise risk-reduction measures based on a strategy eg transferring the risk to another person, avoiding the risk, reducing the negative effect of the risk, or accepting some or all of the consequences of the risk

Learning from mistakes: risks eg put money in an account which does not reward, taking out too large a loan and cannot repay, awareness of unhelpful behaviour or attitudes that may be causing recklessness, realisation of unhelpful influences of other people, actions did not help progress, what could be done differently another time

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to learn about taking risks in financial and career decisions. It also encourages learners to think about the consequences of risk taking, and to consider how they can learn from their mistakes.

For learning outcome 1 learners need to consider the impact of risk taking on financial investments. This could be presented as a simulated stock market or investment banking practical activity, with learners actively ‘investing money’ and monitoring the consequences based on real-life share prices. This could be summarised on a spreadsheet (or similar) in order to show the changing pattern over a period of time.

Learning outcome 2 requires learners to understand the need to assess risks in financial and career decisions. This could involve discussing and making lists of decisions made by well-known personalities or celebrities and assessing how ‘risky’ those decisions were, using a rating scale.

Learners could also make their own lists, although this will require some sensitivity on the part of the tutor, who should deal with any personal information appropriately. It could also be presented as a game show, with teams of learners (as contestants) making decisions about different scenarios involving risky financial and/or career situations, for example decisions about applying for a job, promotion or career changes, and decisions about investing, saving or spending money.

The decision-making could then be analysed, with learners identifying how risks were managed and how they could have done things differently.

This could lead into learning outcome 3, with learners creating a plan for managing risks and identifying how they learnt from their mistakes during the exercise. This could also be presented as an ‘agony aunt’ exercise, with learners writing and responding to letters about financial and/or career risk-taking situations. In their responses, learners could give advice on how to manage risks and how to learn from mistakes made.

The ‘Game of Life’ board game may also be a useful resource here, where learners are required to make decisions based on different life challenges.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit.</p> <p>Whole group task: simulated stock market/investment activity, with learners allocated specific 'shares' and monitoring the activity based on actual prices over recent weeks/months.</p> <p>Summarise the outcomes on a spreadsheet.</p> <p>Work in pairs: case study material based on different individuals' assessment of risk in financial or career situations (could use real-life examples of well known personalities/celebrities).</p> <p>Summarise using rating scales.</p> <p>Sharing and discussing the information and rating scales in the group.</p> <p>Individual work or assessment activity: record risks and rating scales including views on activities.</p>
<p>Practical group work: decision making games, based on financial and career choices (for example deciding whether to apply for a job, a career change or promotion, or whether to invest, spend or save money eg 'The Game of Life').</p> <p>In groups: analyse practical work, identifying and discussing how risks were managed.</p> <p>Individual work or assessment activity: record how process was managed.</p>
<p>Work in pairs or small groups: writing advice columns/websites about managing financial and career risk taking situations; sharing the information in the whole group.</p> <p>Individual work: written plans for managing risks and how to learn from mistakes.</p> <p>Whole-group discussion to summarise, share individual plans and highlight learning from this unit.</p> <p>Individual work or assessment activity: record lessons learned and how to avoid in future.</p>
Assessment feedback, review and evaluation of unit.

Assessment

In order to meet the requirements of 1.1 and 1.2 learners need to outline the consequences of financial risk taking and highlight the impact on investments. This could be presented as a finance report following on from the simulated stock market activity, with learners reporting on the effects of risk taking on their 'investments'.

For 2.1 and 2.2 learners could create a webpage, poster or similar that outlines examples of risky financial and career decisions made by well-known personalities or celebrities, for example a famous footballer deciding to transfer in order to play abroad and make more money, or a well-known celebrity deciding to sell the rights to their tragic life story, wedding ceremony or photographs of their children.

This could lead into 2.3, which could be covered by a checklist of pros and cons for assessing risks in finance and career decisions.

Criteria 3.1 and 3.2 require learners to create a plan for managing risks and to identify their learning from mistakes made. This could be assessed through a short presentation (either individual or in small groups), based on learners' experience from practical classroom activities or personal experience.

Learners could present their ideas for managing risk in different financial or career situations and identify learning from mistakes made.

All the assessment criteria for this unit could be successfully covered by an overall assignment whereby learners provide evidence based on a simulated risk-taking project. This could involve a financial report, an assessment of risky financial and career decisions and a presentation about managing risk and learning from mistakes.

Essential resources

Learners will need access to appropriate internet and other research tools. They will also need the opportunity to make simulated investment transactions.

Indicative resource material

Banks E – *Finance: The Basics* (Routledge, 2006) ISBN 139780415384636

Cleaver T – *Economics: The Basics* (Routledge, 2004) ISBN 139780415314121

Keeney R L, Raiffa H and Hammond J S – *Smart Choices: A Practical Guide to Making Better Decisions* (Harvard Business School Press, 1998) ISBN 139780875848570

Knox S – *Financial Basics: Money-Management Guide for Students* (Ohio State University Press, 2004) ISBN 139780814209783

Websites

www.connexions-direct.com

Connexions

www.moneymadeclear.fsa.gov.uk

Money advice site of the Financial Standards Authority

www.natwestf2f.com

NatWest Bank

Unit 19: Economic and Business Understanding

Unit code: H/600/3146

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to create awareness of economic and business environments and how these affect learning and work opportunities for learners.

Unit introduction

Through awareness of economic events at a national and global level, learners are encouraged to explore how learning and work opportunities can change. Young people need to be aware of changing patterns of employment and the different skills and qualities employers are seeking in order to meet these different needs. This knowledge enables them to plan more effectively for the future in order to achieve economic wellbeing and make a positive contribution in society.

This unit introduces learners to the world of economics and business. It leads them to explore basic economic concepts and terms used and the different types of business in the public, private and voluntary sectors.

The first part of the unit requires learners to outline the different sectors in the economy and to give examples of different types of business within the sectors. It also examines how and why businesses use finance.

The unit goes on to look at basic business and economic terms.

In the final part of the unit, learners will look at changing patterns of employment and think about the impact these changes have on opportunities for work.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about types of business in the different sectors	1.1 Outline the different sectors 1.2 Describe types of business in the different sectors 1.3 State how businesses use finance
2 Know basic business and economic terms	2.1 List basic business terms 2.2 List basic economic terms
3 Understand changing patterns of employment	3.1 Discuss changing patterns of employment 3.2 Explain the impact of changing patterns of employment.

Unit content

1 Know about types of business in the different sectors

Different sectors: types eg public, private and voluntary sectors

Types of business: types eg sole trader, partnership, private limited company, public limited company, national, global

Use finance: reasons eg to raise capital, to expand, to recruit more staff, invest in training

2 Know basic business and economic terms

Business terms: terms eg markets, cash flow, price, product, imports, exports

Economic terms: terms eg competition, profit and loss, net, gross, stocks and shares

3 Understand changing patterns of employment

Changing patterns of local and national employment: reasons eg rising and falling job/skill sectors, geographical migration of workers, rising and falling unemployment, shrinking and expanding of populations

Effect of changing patterns of employment on learning and work opportunities: impact eg scarcity of jobs affect availability of work based learning, reliance on state-funded training opportunities if unemployed, government funding arising to remedy skills shortages, travel to find work

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to investigate different business and economic environments and to develop an awareness of changing patterns of employment nationally and globally.

Learning outcome 1 is all about different types of business in different sectors. This lends itself to an investigation by learners, which could be conducted online, either individually or in pairs, with different learners exploring various types of business in different sectors, for example public, private and voluntary sectors, sole traders and limited companies.

Small groups of learners may be able to visit different companies and/or organisations in order to carry out an investigation into their structure and function and how they use finance. Representatives from different companies and organisations may be willing to visit and speak to the learners about their business operations.

For learning outcome 2 learners could use information from their online investigations and produce a leaflet, webpage, poster or PowerPoint presentation, explaining some basic business and economic terms. These could be presented within the group in order to share all the information.

Learning outcome 3 could be covered with small groups or pairs of learners investigating the recent history of different, specific organisations, locally and nationally, in order to highlight the changing patterns of employment and the effects on job opportunities. This information could be collated and presented to the whole group and learners could write journalist-style reports on the impact of different employment patterns within various companies, for example the effect of companies merging or downsizing, the impact of more home-based working or the effects of unemployment in some sectors.

This could also be covered by using case studies with practical examples of particular workers in specific organisations. Learners could then explore the impact of the changing pattern of employment and the effects on job opportunities for specific individuals.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit.</p> <p>Work in pairs: online investigations into different types of businesses and some basic business and economic terms.</p> <p>Creating leaflets, posters, web pages to summarise information.</p> <p>Group discussion to feedback findings.</p> <p>Individual work or assessment activity: create dictionary of terms, collate with summarise information and record an introduction to work.</p>
<p>Guest speaker: representative from a local business organisation on the nature of their business operation, with question and answer session.</p> <p>In pairs or small groups: off-site visits to different companies/businesses to investigate their structure and function.</p> <p>Presentations in order to share information in the whole group.</p> <p>Individual work or assessment activity: record findings from organisations.</p>
<p>In pairs or small groups: investigations into the history of different businesses (locally, nationally and globally) in order to highlight changing patterns of employment.</p> <p>Small-group work: case studies on the specific effects of changing job opportunities for different individuals.</p> <p>Individual work or assessment activity: summarise information in written, journalist-style reports on the impact of different employment patterns.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Criteria 1.1, 1.2, 1.3 and 1.4 could be combined with 2.1 and 2.2, with learners conducting an investigation (online and from other information gathered from visits or outside speakers) and then collating and presenting the information for assessment.

The information could be in the form of a leaflet, webpage, poster, PowerPoint presentation or similar. The work presented should include information on different types of businesses, different business sectors, various ways that businesses use finance and the definitions of basic business and economic terms.

Learners could be involved in the assessment of each other's work through the presentations within the group.

For 3.1 and 3.2 learners could be assigned a specific company or organisation (local or national) to investigate and report on. Their report should include information about changing patterns of employment within the organisation over recent years, and the impact of these changes on the job opportunities for specific workers.

All the assessment criteria for this unit could be successfully covered by an overall assignment whereby learners provide a variety of evidence from an investigation-based project. This should include information on different types of business, definitions of economic and business terms and a report on changing patterns of employment and the impact on job opportunities.

Essential resources

Learners will need access to appropriate internet and other research tools.

Indicative resource material

Banks E – *Finance: The Basics* (Routledge, 2006) ISBN 139780415384636

Cleaver T – *Economics: The Basics* (Routledge, 2004) ISBN 139780415314121

Knox S – *Financial Basics: Money-Management Guide for Students* (Ohio State University Press, 2004) ISBN 139780814209783

Schmidt D and Corley M – *Global Employment Trends* (International Labour Office, 2004) ISBN 139789221151074

Websites

www.bbc.co.uk/worldservice/business

BBC World Services business page

www.connexions-direct.com

Connexions

www.moneymadeclear.fsa.gov.uk

Money advice site of the Financial Standards Authority

www.natwestf2f.com

NatWest Bank

Unit 20: The Role of the Individual in a Democratic Society

Unit code: **R/600/3157**

QCF Level: **1**

Credit value: **1**

Unit aim

The aim of this unit is for learners to understand the main features of a democracy and the development of universal suffrage in the United Kingdom.

Unit introduction

It is essential to understand the principles and values which underpin a democratic society in order to appreciate the extent to which individuals can contribute to decision making and have their voices heard.

Understanding the development of universal suffrage will help learners to appreciate the importance of voting. Confidently participating in making decisions and voting to influence public life are how individuals can take responsibility as citizens and make a positive contribution to society. This unit aims to develop knowledge and understanding in these key areas.

In the first part of the unit learners explore the key features of a democracy and consider the development of universal suffrage in the United Kingdom.

The values which underpin democracy are examined in the second part of the unit.

In the final part of the unit, learners participate in a democratic decision-making process, providing opportunity to apply knowledge gained and practise skills required for effective citizenship.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about democracy in the United Kingdom	1.1 Outline the key features of a democratic system 1.2 Describe the development of universal suffrage in the UK
2 Understand values which underpin democracy	2.1 Explain values which are upheld by democracy
3 Be able to participate in a democratic decision-making process	3.1 Identify a democratic decision-making process 3.2 Demonstrate personal involvement in a democratic decision-making process 3.3 Indicate the outcome of the democratic process.

Unit content

1 Know about democracy in the United Kingdom

Democracy: meanings eg governments, run by the people, rule, by the majority, based on the will of the people, free elections, regular elections, secret ballots, universal suffrage, individual rights respected, no censorship, everyone kept informed, direct participation by individuals in process encouraged

Universal suffrage in the UK: history eg Reform Acts, women's suffrage movement a right for women to vote on the same terms as men, Representation of the People Act 1918 gave vote to women over 30, 1928 voting age for women reduced to 21, 1968 voting age for men and women reduced to 18 years

2 Understand values which underpin democracy

Values: range eg freedom of speech, individual voters are equal, individual right to hold and express opinions, right to protest, respect for different opinions, freedom of choice, fairness, majority rule, balancing right of individual with rights of group/society as a whole, transparent systems, elected individuals are accountable

3 Be able to participate in a democratic decision-making process

Decision-making opportunities: situations eg class, school, college councils, choosing a charity to support, selecting a venue for an outing, setting ground rules

Participation in democratic process: ways eg informal discussions, formal meetings, debates, surveys of opinions, notice boards, leaflets, negotiate, persuade, voting with show of hands, secret ballot, email poll, decision made by sub-group

Outcome of democratic process: systems eg first past the post, proportional representation, majority decision

Essential guidance for tutors

Delivery

Discussion and debate are useful ways to introduce the concepts and values underpinning democracy. However, learner-centred tasks such as group work, research tasks and learner-led presentations will help learners to relate the content of the unit to situations which are relevant and meaningful to them and encourage the development of collaborative skills.

The tutor could introduce learning outcome 1 by explaining to learners that they have the opportunity as a group to decide the venue for a group outing. Learners could write down their choice of venue and give it to the tutor. All ideas could be listed on the board/flip chart. A tutor-led discussion could follow about ways the group could come to a decision about the venue. The tutor could pose questions such as: would a show of hands be a good way to choose? What are the benefits of a secret ballot? Would it be democratic if only the learners who had full attendance were allowed to vote?

Learners could work in groups to plan a fair system to make decisions for a group of people who have been thrown together in difficult circumstances, eg on a desert island. The learners may present their ideas on a mind map or chart. A spokesperson could feedback the groups' ideas. A tutor led discussion could help learners to identify the features of a democracy.

Learners could conduct research in small groups about the stages in the development of universal suffrage using books and the internet. Learners could present their research findings to the whole group, supported by a small poster. The posters could be displayed as a timeline in the classroom. Video clips about women's suffrage from the BBC Learning Zone may be used to stimulate discussion about the struggle for women's voting rights.

Learning outcome 2 could be introduced by asking learners to refer back to the island scenario. Working in groups, learners consider different situations written on cards, eg someone has been found to have a weapon which they are refusing to hand over to the group which could be a danger to the community; a parent with hungry children has been found stealing from the dwindling food supply; too many people are criticising the group's decisions and this is undermining the spirit of the group. Learners need to think about how the democratic systems they have put in place will manage these situations. Groups then feedback to justify their decisions to the rest of the group. Tutor led discussion could follow about the values which have been applied to support these decisions eg balancing the right of the individual with the needs of the group as a whole will help learners to understand the values which support a democracy.

The tutor may approach learning outcome 3 in various ways. Learners' active involvement in a decision making process may be achieved through a whole school/college activity, involvement in the school council, or a decision-making situation within the group. Learners will need guidance from the tutor in deciding on their choice for active participation to ensure that it is manageable and achievable. Tutors will need to support learners in applying a democratic process to agree their choice.

A tutor led discussion could help learners to agree possible activities and allocate individual roles for their democratic process to ensure all members have opportunity for active involvement. Agreed plans, individual roles and timelines could be displayed on a poster for learners to refer to during the process.

Learners could design a logbook to record their individual involvement. The tutor will need to monitor group progress during the task.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit.</p> <p>Theory: democracy.</p> <p>Group work – learners need to decide on the venue for group outing.</p> <p>Tutor led discussion – ways to reach a decision about a particular issue. Tutor could pose question such as ‘Would a show of hands be a good way to choose?’ ‘What are the benefits of a secret ballot?’ ‘Would it be democratic if only the learners who had full attendance were allowed to vote?’</p> <p>Group work – desert island scenario – a group of people have been thrown together in difficult circumstances and have to cooperate (democratically) to survive. Plan a fair system to make decisions. Groups feed back their ideas to the whole group. Tutor led discussion to identify the features of a democracy.</p> <p>Small group work – learners research different stages in the development of universal suffrage in the UK using books and the internet. Present findings on a small poster and feed back findings to the whole group. Posters displayed as a timeline in the classroom.</p> <p>Analysis of video clips about women’s struggle for the vote in the UK.</p> <p>Guest speaker – member of school council. Learners to prepare questions to ask speaker about how decisions are reached, how individuals can become involved in decisions, can individuals make a difference?</p> <p>Individual work or assessment activity – record features of a democratic system and development of universal suffrage in the UK.</p>
<p>Theory: values.</p> <p>Small group work – use desert island scenario – learners consider different situations written on cards, eg someone has been found to have a weapon which they are refusing to hand over to the group which could be a danger to the community; a parent with hungry children has been found stealing from the dwindling food supply; too many people are criticising the group’s decisions and this is undermining the spirit of the group. Learners to think about how the democratic systems they have put in place will manage these situations. Groups feed back and justify decisions to the whole class.</p> <p>Tutor-led discussion to consider the values which have been applied to support these decisions.</p> <p>Individual work or assessment activity – record examples of values which are upheld by democracy.</p>
<p>Whole class discussion to plan democratic decision-making process which allows all individuals to participate. Learners may be given suggestions which are achievable in the time scale.</p> <p>Group work to plan actions and individual roles.</p> <p>Group work to design logbook to record individual participation in decision-making activity.</p> <p>Learners: hold formal meetings, informal discussions, debates, discuss, prepare posters, leaflets, hold ballots, count votes, publish results.</p> <p>Individual work or assessment activity – record participation in task and outcome of process.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For assessment criterion 1.1 the learner will need to give concise information about at least two features of a democratic system.

For 1.2 the learner will need to make clear what happened during at least two different stages which led up to universal suffrage in the UK. The evidence may be presented as an annotated timeline. Alternative methods of evidencing learning may be used.

For 2.1 the learner must give examples of at least two different values which are supported in a democracy. Scenarios may be given to support the examples.

Assessment criteria 3.1, 3.2 and 3.3 may be combined into one assessment task.

For 3.1 the learner will need to give brief information about the democratic decision-making process that they are participating in.

Learning outcome 3.2 requires the learner to give evidence of their personal involvement in activities in the decision-making process.

The evidence can be presented in a logbook and supported with minutes of meetings, leaflets or notices produced by the learner or witness statements from the tutor about their involvement in discussions.

For 3.3 the learner will need to state what happened as a result of the decision-making process. This may include details of voting, eg total number of votes cast, number of votes in favour, and action taken as a result of the decision-making process.

Indicative resource material

Arthur J and Wright D – *Teaching Citizenship in the Secondary School* (David Fulton Publisher, 2001) ISBN 139781835467448

Coulson-Lowes D – *GCSE Citizenship Studies: Student Book* (Folens Publishers UK, 2002) ISBN 139781843032878

Davies I – *100 Ideas for Teaching Citizenship* (Continuum International Publishing Group Ltd, 2005) ISBN 139780826484949

Tudor R – *Practical Resources for Teaching Citizenship in Secondary Classrooms* (David Fulton Publishers, 2002) ISBN 139781853468407

Wales J, Culshaw C and Reaich N – *Citizenship Today: Student's Book* (Collins Educational, 2009) ISBN 139780007220632

Websites

www.bbc.co.uk/apps/ift/learningzone/clips	BBC learning zone – clips on suffragettes
www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml	BBC site
www.channel4learning.com/sites/citizenpower/index2.htm	Channel 4 site resources for Citizenship education – Your Voice Counts game
www.dopolitics.org.uk	Electoral Commission website
www.historylearningsite.co.uk/democracy.htm	History learning website
www.mockelections.co.uk	Y Vote site – resources to run a mock election interactive resources, games, quizzes
www.opendemocracy.net	Democracy news and essay website
www.positech.co.uk/democracy	Online democracy game

Unit 21: Government and Justice in the United Kingdom

Unit Code: J/600/3141

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is for learners to gain an understanding of how government and justice operate in the United Kingdom.

Unit introduction

In order to appreciate how individuals can take an effective role in public life it is essential to understand how parliamentary democracy operates in the United Kingdom. Central to this is the comprehension of the role of political parties, the roles of government and opposition, cabinet decision making and the collection and allocation of public money.

It is important for learners to understand how the justice system operates in applying the law and how the law applies to them as individuals.

This unit aims to develop knowledge and understanding in these key areas.

In the first part of the unit, learners will investigate how government in the United Kingdom supports democracy. The responsibilities of national, regional and local government will be considered. The role of the government in the collection and allocation of public money is examined.

The roles of the law will be explored in the second part of the unit.

How the justice system deals with crime and civil disputes will be considered in the third part of the unit.

Learners will investigate how the law applies to young people in the final part of the unit.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about the key features of parliamentary democracy and government in the United Kingdom	1.1 Outline how parliamentary democracy operates in the United Kingdom 1.2 List responsibilities of parliament and national and regional government 1.3 Outline the role of government in the collection and allocation of public money
2 Understand the role of the law	2.1 Explain the purpose of laws
3 Know the role of the justice system	3.1 Outline how the justice system deals with crime and civil disputes
4 Be able to recognise how the law applies to young people	4.1 Identify ways the law applies to young people.

Unit content

1 Know about the key features of parliamentary democracy and government in the United Kingdom

Parliamentary democracy in UK: aspects eg constitutional monarchy, representative democracy, universal suffrage, members of parliament and local government representatives (councillors) selected in secret ballot, one MP for every constituency, general elections, House of Commons, House of Lords

Responsibilities of national government: types eg makes and changes laws, protects the rights of citizens, manages economy, sets taxes, debates matters of national and international interest

Responsibilities of regional government: political power decentralised and devolved eg Scottish Parliament, Welsh Assembly, Northern Irish Assembly

Responsibilities of local government: types eg county councils, district councils, parish councils, administers local services, represents identity of a community, raises money for services from government grant, council tax and business rates

2 Understand the role of the law

Laws: uphold democracy; formal way to control behaviour; enforce order; help society run smoothly; everyone judged by same rules; fair; protect people and keep them safe; protect people's rights; European law (applies in UK as member of EU, holds precedent over national law); common law (unwritten, developed from years of custom and tradition); statute law (laws passed by parliament); civil law (rights and duties in dealings with other people); criminal law (offences against society)

3 Know the role of the justice system

How justice is applied: ways eg criminal law; civil law

4 Be able to recognise how the law applies to young people

Legal age restrictions: restrictions which apply to different ages eg 10 years, 14 years, 16 years, 17 years, 18 years, 21 years

Legal rights of individuals: range eg right to know reasons why stopped by police, to tell police name and address if arrested but right to remain silent until have received legal advice, police require a warrant to search property, being held for 24 hours without being charged or released, under 17 years old must have a parent or appropriate adult in interviews, can make official complaint

Essential guidance for tutors

Delivery

Tutors will need to be creative in the delivery of this unit to provide active learning experiences to help learners to relate the content of the unit to situations which are relevant and meaningful to them. Delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations. Additional learning resources can include guest speakers, videos and interactive websites.

Tutors could introduce this unit by posing questions such as ‘Who decided education should be compulsory for all children?’, ‘How is money raised to pay for the health service?’ and ‘How was the decision reached to ban fox hunting?’ The ensuing discussion will help learners consider how the decisions that affect their lives are made and that in a democracy individuals have a role in influencing these decisions. Learners could then work in groups to research how MPs are selected, the structure of government, the role of the cabinet and the opposition and then present their findings on posters. Learners could work in pairs to research the role of an MP and make a presentation to the class about their local MP. Watching televised debates in the House of Commons and Prime Minister’s Question Time will help learners to understand the procedures of parliament.

In pairs, learners could research information about taxation and find out details of income tax, national insurance, inheritance tax, VAT etc and what money from collection of taxes provides. A tutor led discussion could introduce dilemmas about public spending and the process of debating and deciding allocation of government spending, for example through the budget.

A local councillor may be invited to speak about the responsibilities of local government. Learners could prepare questions to ask the councillor about local services which are of interest to them, for example provision of sporting facilities or improvements to public transport. Learners could research information about the responsibilities of national, regional and local government and add this to their posters. The posters could be displayed in the classroom to be referred to throughout the unit.

Learning outcome 2 could be introduced with a debate: ‘This house believes there should be no laws’. Discussion following this will help learners to understand the purpose of laws. Key points could be listed on a flipchart. Learners could work in pairs to research different examples of European law, statute law, civil law and criminal law and present their findings to the group.

A role play of a mock trial of a criminal case in a crown court could be used to introduce learning outcome 3. This would require learners to research the roles of judges, barristers, prosecution and defence teams. Debriefing will provide the opportunity to discuss sentencing options. A magistrate could be invited as a guest speaker. Learners could prepare questions to ask about the role of a magistrate. Learners could review case reports in the local press from magistrates’ courts.

To introduce the final part of the unit, learners could take part in a quiz to test their knowledge of legal age restrictions. Learners could research information about the ages at which people have legal rights in the UK and present their findings in a leaflet. Learners could work in pairs to analyse different scenarios about legal rights of individuals and answer questions on a worksheet.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit.</p> <p>Theory: features of parliamentary democracy and government in the UK.</p> <p>Discussion – who makes decisions in the UK?</p> <p>Group work – research structure of government. Posters of structure and functions.</p> <p>Paired research using internet sources – what is the role of an MP?</p> <p>Watch televised House of Commons or House of Lords debate.</p> <p>Paired research about taxation.</p> <p>Discussion about allocation of public money.</p> <p>Guest speaker – local councillor.</p> <p>Research about responsibilities of parliament, national and regional government.</p> <p>Individual work/assessment activity – record how parliamentary democracy operates in the UK, of parliament, national and regional government the role of government in the collection and allocation of public money.</p>
<p>Debate: ‘There should be no laws.’</p> <p>Paired work – research examples of European law, statute law, civil law and criminal law.</p> <p>Individual work/assessment activity – record the purpose of laws.</p>
<p>Theory: the justice system.</p> <p>Role play – mock criminal trial.</p> <p>Guest speaker – Magistrate to speak about role.</p> <p>Paired work – review case reports in local press from magistrates’ courts.</p> <p>Individual work/assessment activity – record how the justice system deals with crime and civil disputes.</p>
<p>Quiz to test knowledge of legal age restrictions.</p> <p>Present correct information about the ages at which people have legal rights in the UK on a leaflet.</p> <p>Paired analysis of scenarios and completion of worksheets about legal rights of individuals. Pairs feed back findings to whole group.</p> <p>Individual work/assessment activity – record ways the law applies to young people.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Evidence for assessment criteria 1.1 and 1.2 could be presented in the form of a poster. Alternative forms of evidence may be used.

Assessment criterion 1.1 requires the learner to give brief, concise information about how MPs are selected, the structure of government, the role of the cabinet and the opposition.

For 1.2 the learner needs to include clear information about the responsibilities of national, local and regional governments.

For 1.3 the learner needs to give brief detail about at least two ways the government collects money. Brief information must be given about how government decisions on the spending of public money are made.

Assessment criterion 2.1 requires the learner to give at least two reasons why laws are necessary. The evidence for this may take the form of a taped group discussion. The individual contribution of the learner will need to be verified by the tutor. Alternatively, the learner may present the evidence in a short written account.

For 3.1 the learner needs to provide information about how both a crime and a civil case are dealt with. Tutors may present learners with cases to select. Brief detail needs to be included of the whole process from beginning to end. Information may be presented as a flow chart.

Learning outcome 4.1 requires the learner to list at least two legal age restrictions and at least two legal rights of individuals.

Indicative reading

Arthur J and Wright D – *Teaching Citizenship in the Secondary School* (David Fulton Publishers, 2001) ISBN 139781853467448

Coulson-Lowes D – *GCSE Citizenship Studies: Student Book* (Folens Publishers UK, 2002) ISBN 139781843032878

Davies I – *100 Ideas for Teaching Citizenship* (Continuum International Publishing Group Ltd, 2005) ISBN 139780826484949

Tudor R – *Practical Resources for Teaching Citizenship in Secondary Classrooms* (David Fulton Publishers, 2002) ISBN 139781853468407

Wales J, Culshaw C and Reaich N – *Citizenship Today: Student's Book* (Collins Educational, 2009) ISBN 139780007220632

Websites

www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml	BBC
www.channel4learning.com/sites/citizenpower/index2.htm	Channel 4
www.citizenshipfoundation.org.uk	Citizenship Foundation
www.justice.gov.uk	Ministry of Justice
www.number10.gov.uk	Prime Minister's Office
www.parliament.uk/about/how.cfm	UK Parliament
www.parliament.uk/education/online-resources/videos.htm	Parliament education
www.scottish.parliament.uk/vli/education/index.htm	Scottish Parliament education
www.wales.gov.uk	Welsh Assembly
www.yjb.gov.uk/en-gb	Youth Justice Board

Unit 22: Rights and Responsibilities of a Citizen in a Democracy

Unit Code: Y/600/3161

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to give learners an understanding of individual rights and responsibilities in the United Kingdom.

Unit introduction

Knowing about human rights is an essential precursor to understanding about individual rights and responsibilities. It is essential to understand the political and legal rights to which citizens in the United Kingdom are entitled.

Effective citizenship requires individuals to have a sense of duty or obligation to each other and the community. It is important, therefore, to understand moral, community and political responsibilities and how these may conflict with individual rights. An essential part of a modern democracy is the way the media informs and influences public opinion and holds those in power to account; this requires an understanding of partiality. How citizens can influence decisions in a democracy is essential to an understanding of active citizenship. This unit aims to develop knowledge and understanding in these key areas.

In the first part of the unit, learners will investigate human rights. The rights to which citizens of the United Kingdom are entitled will be explored in this section.

The responsibilities of citizenship will be investigated in the second part of the unit. Learners will consider how individual rights and responsibilities can conflict.

In the third part of the unit learners will investigate how the media influences public opinion and the government.

Finally learners will consider ways citizens can influence decisions as individuals, or as members of a group or organisation.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the rights of citizens	1.1 Outline the meaning of human rights 1.2 Identify rights of citizens in the UK
2 Know the responsibilities of citizenship in a democracy	2.1 Describe responsibilities of citizenship 2.2 Describe how individual rights and responsibilities may conflict
3 Understand the role of the media in a democracy	3.1 Explain how the media shapes opinion
4 Know how citizens can influence decisions	4.1 Outline how individuals, groups and organisations can influence decisions affecting communities and the environment.

Unit content

1 Know the rights of citizens

Human rights: definition eg make sure citizens are treated fairly, human rights eg civil and political rights ie the right to life and liberty, freedom of expression, equality before the law, social, cultural and economic rights

Rights of UK citizens: different rights eg civil rights, rights in law eg free speech, fair trial, to own property, political rights eg to vote, stand for office, social rights eg income, state education, healthcare, Human Rights Act 1998, anti-discrimination legislation eg Disability Discrimination Act 1995, Race Relations Act 1976

2 Know the responsibilities of citizenship in a democracy

Responsibilities of citizenship: reasons eg duty/obligation to each other and community, necessary to make sure society does not break down; types eg moral responsibility eg respect differences in people, treat others as you would like to be treated; community responsibility eg school, college, local community, town; political responsibility eg voting, involvement in democratic process

Conflicting rights and responsibilities: conflicts eg freedom of speech versus threats from extremism and terrorism, right to privacy versus requirement to carry identity cards, parental right to discipline a child versus responsibility to keep children safe

3 Understand the role of the media in a democracy

Media: television eg public sector, commercial sector, satellite and cable; radio eg BBC, commercial stations, community stations; newspapers eg national, local, broadsheet, tabloid; internet

Media in a democracy: types eg free press, self-regulated, reports current events, provides free market of ideas, informs public of action of government, represents views of public to government, communicates ideas, raises awareness, lobbies, campaign on issues

Impartiality of media: often not impartial eg different newspapers support political parties, internet information unregulated, television programmes with social/political agenda; withholding or over-emphasising information (spin)

4 Know how citizens can influence decisions

Influencing decisions: involvement eg membership of community organisations, pressure groups, national campaigns, local campaigns, volunteering; actions eg voting, joining a political party, involvement in student/local council, writing to newspaper, signing a petition, protesting

Essential guidance for tutors

Delivery

Although this unit may be presented through small group discussions which give learners the opportunity to develop skills of critical thinking, it is important to use a range of delivery methods. Learner-centred tasks such as group work, research tasks, learner-led presentations and role play will help learners to explore ideas, opinions and values that are different from their own and to make judgements based on evidence.

To introduce the unit, tutors could ask learners to consider the difference between rights and luxuries. Learners could work in small groups to compile a list of human rights and present their ideas to the group to generate discussion. Tutors could introduce the Universal Declaration of Human Rights (UDHR). Working in groups, learners could research different articles and present their findings as a whole class display, giving reasons why they think each right is important. The tutor could pose questions such as ‘Which of the rights are most important and why?’, ‘Are there any rights you would add to UDHR?’ and ‘What would happen in Britain if the UDHR did not exist?’. Tutor led discussion will help to consolidate learning.

Learners could work in pairs to investigate citizens’ rights in the UK and prepare a leaflet for a new citizen outlining the civil, political and social rights they are entitled to. A role play of ‘Speakers Corner’ would help learners to appreciate one way that the right to free speech is upheld. Analysis of voting statistics could generate discussion about why citizens do not exercise their right to vote. Learners could explore a topical human rights issue in the UK, for example care of the elderly or a ‘postcode lottery’ of drugs for cancer.

Learning outcome 2 could be introduced by asking learners to consider what makes a good citizen. Learners could work to rank the qualities (skills, attributes and characteristics) of a good citizen in order of importance and justify their reasons to the whole group. Discussion following this activity provides opportunity for learners to change the position of the statements and reach clear conclusions through active discussion. Learners could produce posters of the responsibilities of citizenship to display in the classroom.

Decisions that have to be made to balance conflicting rights can be explored by learners working in groups to analyse different predicaments and decide what action a responsible citizen would take. Groups present their scenarios to the whole group and justify their responses.

To introduce learning outcome 3, learners could be provided with reports about a topical issue from different newspapers and video clips of television reporting. Learners could be asked to compare the reports to recognise bias through the use of language or images. Learners could work in small groups and be provided with a scenario, for example the government is proposing an 8pm curfew for under 16s. They could prepare a television news item, with half of the groups arguing in favour of the proposal and the other half arguing against it. Groups could present their news items to the whole group. Tutor led discussion could follow to explore how the media in a democracy is able to inform and influence public opinion and government policy.

The tutor could introduce learning outcome 4 by showing national and local television news broadcasts and reviewing local and daily newspapers to identify topics which learners are concerned about. The identified issues could be listed on a flip chart and consensus reached to agree on one issue. Discussion could follow about ways citizens can influence decisions and the role of negotiation and persuasion in a democracy.

Learners could then work in different groups supported by the tutor to devise the wording for a petition, design posters, prepare a letter for the national press, contact a pressure group, plan a demonstration or design flyers for their campaign. This would help learners to understand how citizens can learn how to influence those in power and participate positively in ways that are safe, responsible and within the law.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit.</p> <p>Theory: human rights.</p> <p>Group discussion about the difference between rights and luxuries.</p> <p>Small group work – research articles from Universal Declaration of Human Rights (UDHR).</p> <p>Practical/assessment activity – display on articles of UDHR.</p> <p>Paired work – research citizens’ rights in the UK and make leaflet for a new citizen.</p> <p>Role play – ‘Speakers’ Corner’.</p> <p>Paired work – research a human rights issue in the UK. Report findings to whole group.</p> <p>Individual work/assessment activity – record a definition of human rights and rights of citizens in the UK.</p>
<p>Theory: responsibilities of citizens.</p> <p>Group discussion – what makes a good citizen?</p> <p>Group work – rank the qualities of a good citizen.</p> <p>Practical – make posters to display responsibilities of citizenship.</p> <p>Group work – consideration of predicaments. What would a responsible citizen do in each case? Justify answers to whole group. Discussion about balancing rights and responsibilities.</p> <p>Individual work/assessment activity – record reasons for responsible citizenship and how individual rights and responsibilities may conflict.</p>
<p>Theory: the role of the media in a democracy.</p> <p>Paired work – compare news reports to identify bias.</p> <p>Group work – prepare a television news item and present to whole group. Discussion about how media informs and influences public opinion and government policy. Individual work/assessment activity – record how the media shapes opinion.</p>
<p>Brainstorm – what we would like to do to make a difference to our community/environment.</p> <p>Discussion to reach a consensus on one issue.</p> <p>Group discussion – how citizens can influence decisions.</p> <p>Group work – plan a campaign.</p> <p>Individual work/assessment activity – record how individuals, groups and organisations can influence decisions affecting communities and the environment.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For assessment criterion 1.1 the learner will need to give a clear definition of human rights which includes reference to civil, political and economic rights. The evidence may be from taped discussions verified by the tutor. Alternative methods of evidencing learning may be used.

For 1.2 the learner will need to list at least two civil rights, at least two political rights and at least two social rights for United Kingdom citizens. Evidence may be presented in the form of a leaflet for a new citizen in the United Kingdom.

Assessment criterion 2.1 requires the learner to give at least two examples of responsibilities of citizenship. The evidence may be presented as a poster.

For 2.2 the learner will need to give detail of two situations where individual rights and responsibilities conflict. Evidence may be in the form of a brief account.

Assessment criterion 3.1 requires the learner to make clear how the media influences public opinion and government policy. At least two examples of each must be given to meet this criterion.

For 4.1, the learner will need to include information about at least two different ways individuals, groups and organisations can influence decisions affecting communities and the environment.

Indicative reading

Arthur J and Wright D – *Teaching Citizenship in the Secondary School* (David Fulton Publishers, 2001) ISBN 139781853467448

Coulson-Lowes D – *GCSE Citizenship Studies: Student Book* (Folens Publishers UK, 2002) ISBN 139781843032878

Davies I – *100 Ideas for Teaching Citizenship* (Continuum International Publishing Group Ltd, 2005) ISBN 139780826484949

Tudor R – *Practical Resources for Teaching Citizenship in Secondary Classrooms* (David Fulton Publishers, 2002) ISBN 139781853468407

Wales J, Culshaw C and Reaich N – *Citizenship Today: Student's Book* (Collins Educational, 2009) ISBN 139780007220632

Websites

www.amnesty.org.uk	Amnesty International
www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml	BBC
www.channel4learning.com/sites/citizenpower/index2.htm	Channel 4
www.equalityhumanrights.com	Equality and human rights
www.g-nation.co.uk	G-Nation
www.lcor.com/cases	Human rights cases in the UK
www.liberty-human-rights.org.uk	Liberty

Unit 23: The Changing Nature of Society in the UK

Unit code: **K/600/3164**

QCF Level: **1**

Credit value: **1**

Unit aim

The aim of this unit is to give learners an understanding of what it means to be a citizen in a multi-cultural society, ie the UK, and how to contribute to community cohesion.

Unit introduction

To understand what it means to be a citizen in the United Kingdom requires appreciation of the concept of diversity and how it can encourage and support community cohesion. It is important to consider the language, religion and way of life that people have brought to the UK over thousands of years and how they combine to form our multicultural society.

Ways in which the values, ideas, beliefs, cultures, identities, traditions and perspectives of a multicultural society can be shared are a significant aspect of this unit and provide learners with the knowledge to take informed and responsible action as a citizen.

In the first part of the unit learners investigate the history and benefits of the struggle for rights and freedom in the United Kingdom. The benefits gained from such struggles are considered.

In the second part of the unit the learner is expected to consider the concept of identity and why it is important in a multicultural society.

Learners explore multiculturalism in the UK in the third part of the unit.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about identity	1.1 List factors which contribute to cultural identity 1.2 Outline why identity is important
2 Know about the changing nature of UK society	2.1 Outline reasons people migrate 2.2 Identify changes in UK society 2.3 Describe benefits of cultural diversity
3 Understand how community cohesion in a multicultural society can be encouraged	3.1 Explain how to encourage community cohesion in a multicultural society.

Unit content

1 Know about identity

Identity: types eg multiple identities, individuals are all different but have many things in common, some factors cannot be changed eg gender, skin colour, disability; other factors individuals select for themselves eg political party, football team; changing identities eg parenthood

Social identity: which groups in society you feel part of; local identity eg town/village area where you live; regional identity eg southern, northern; national identity eg British, Japanese; global identity; ethnic identity eg Asian; religious identity eg Muslim, Christian

Importance of identity: meaning eg sense of belonging, feeling accepted, provides a strong sense of self, to recognise what individuals have in common as well as what makes an individual different; encourages cohesion and sense of community

2 Know about the changing nature of UK society

Reasons for migration: different reasons to come to UK eg to escape war, poverty, discrimination, to find work, freedom, to marry; leave UK eg to find work, better lifestyle, better weather, join family; within UK eg find work, join family in other parts of country, re-housed, join community

Changes: multicultural society eg made up of people from different ethnic, religious and cultural backgrounds, immigrants to UK from many different countries eg Vikings, Normans, Jewish refugees in 1933-45, immigrants from commonwealth encouraged by government to help it cope with labour shortages 1948-71, members of the EU from 1992

Benefits of cultural diversity: reasons eg makes life varied and interesting, enhances life experiences, opportunity to learn about different cultures eg ways of living, approaches, attitudes, languages; contribution to society eg to industry, enterprise, skills, sport, different food, music and entertainment

3 Understand how community cohesion in a multicultural society can be encouraged

Community cohesion: meaning eg building a more tolerant fair and transparent society in which all members share a common sense of belonging that overcomes their differences

Ways to encourage community cohesion: actions eg respect diversity, recognise shared values, learn from and about each other, apply and defend human rights, challenge prejudice, discrimination and stereotyping, participate and take responsible action, report if you or others are being abused/discriminated against

Essential guidance for tutors

Delivery

Discussions are a valuable way for learners to explore the issues and concepts in this unit and will allow learners to develop their debating skills and consider points of view that are not their own. However, it is important to use a range of delivery methods and learner-centred tasks such as group work, research tasks, learner-led presentations and role play to help learners to further explore ideas, opinions and values which are different from their own and make judgements based on evidence.

Tutors can introduce this unit with an activity that encourages learners to consider the ingredients that make up their own identity. Learners write their ingredients on sticky notes and work in groups to place them on flip chart paper, matching and grouping them together. Tutor-led discussion could follow about similarities and differences in the groups. Tutors could pose questions about similarities and differences in various age groups. Learners could work in small groups to plan a barbecue for a group of fictional characters with diverse needs, aiming to take all of the needs into account and meet the aim for people to make new friends and have fun.

Groups could present their ideas to the group for discussion about whose ideas best meet the diverse needs. Tutors could explain that the planning is a simplified example of what happens in Britain. Decisions have to be made about how to please as many people as possible and what can be done in situations where the identities of individuals and groups may clash.

Learning outcome 2 may be introduced by considering the history of migration of groups to this country. Learners could work in groups to research information about the reasons for different 'waves' of immigration to the UK, for example Vikings, Normans, Huguenots, Irish, European Jews and Commonwealth immigrants. Each group could write the reasons the group needed to leave their country onto a flip chart or board. Information collected by groups could be collated onto a timeline to display in the classroom. Learners could work in pairs to consider a range of statements about the effects of immigration in the UK and decide whether they consider the effects to be advantages or disadvantages of living in a multicultural society. Discussion about this subject could be sensitive and could lead to disagreement. Setting ground rules and using distancing techniques are helpful ways to manage discussion and help learners to understand how to express and explain their opinions to others.

This unit could be introduced with a question and answer session about values. Tutors could pose the question 'What are values?'. Values could be listed on the flip chart for reference. Learners could work in pairs to analyse case studies of individuals from different groups which make up our multicultural society to identify the values involved. Learners could present their case studies to the group.

Tutor led discussion could help learners to appreciate the values that are shared by different groups. The tutor could present learners with different scenarios which demonstrate prejudice, discrimination and stereotyping and pose the question 'What would you do in this situation?'. Discussion and debate of issues raised will help learners to understand ways in which individuals can take action to encourage community cohesion. Learners could work in groups to research different organisations which are working to build a more tolerant and fair society, and make a poster about the organisation to display in the classroom.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit.</p> <p>Theory: identity – what is identity?</p> <p>Paired work to consider ‘ingredients which make up own identity’. Share findings with whole group. Discussion about similarities and differences within own age group. Further discussion about range of similarities and differences in other age groups.</p> <p>Practical – learners work in groups to plan a barbeque to meet the needs of a group of fictional individuals with diverse needs. Spokesperson feeds back to group about how needs of all members were met fairly. Summary by tutor. Discussion about importance of fairness and how individuals would feel if needs were not considered.</p> <p>Individual work/assessment activity: record factors which contribute to identity and why identity is important.</p>
<p>Theory: changing nature of society.</p> <p>Paired research using internet to research history of immigration in UK. Prepare timeline to display.</p> <p>Discussion about reasons people migrate.</p> <p>Group work – series of statements for groups to decide what are the advantages and disadvantages of multicultural society. Tutor led discussion.</p> <p>Individual work/assessment activity – record reasons why people migrate, changes in UK society and examples of benefits of cultural diversity.</p>
<p>Theory: how community cohesion in a multicultural society can be encouraged through shared values.</p> <p>Question and answer session – what are values?</p> <p>Paired work – analysis of case studies to identify values. Feed back to group. Discussion to recognise shared values.</p> <p>Small group work – scenarios to analyse ‘how would you respond if ...’ Tutor-led group discussion to agree most appropriate response and ways to take action to promote community cohesion.</p> <p>Groups to research different organisations which work to promote multiculturalism. Present findings to whole group using posters.</p> <p>Individual work/assessment activity – record how community cohesion in a multicultural society can be encouraged through shared values.</p>
Assessment feedback, review and evaluation of unit.

Assessment

Assessment criterion 1.1 requires the learner to include at least two examples of the factors that play a part in an individual's identity.

For 1.2 the learner must briefly explain at least two reasons why identity is important. Examples may be given to support the response.

Criterion 2.1 requires the learner to give clear information about at least two different reasons why people migrate. Examples may be given to support the response.

To meet assessment criterion 2.2 the learner will need to list at least two changes that have occurred in UK society.

For 2.3 the learner must give brief details about at least two advantages of cultural diversity. Examples may be given to support the response.

To meet assessment criterion 3.1, the learner needs to give at least two examples of shared values that promote community cohesion, eg a joint youth group for church and mosque members.

Essential resources

Learners will need access to appropriate internet and other research tools.

Indicative resource material

Arthur J and Wright D – *Teaching Citizenship in the Secondary School* (David Fulton Publishers, 2001) ISBN 139781853467448

Coulson-Lowes D – *GCSE Citizenship Studies: Student Book* (Folens Publishers UK, 2002) ISBN 139781843032878

Davies I – *100 Ideas for Teaching Citizenship* (Continuum International Publishing Group Ltd, 2005) ISBN 139780826484949

Tudor R – *Practical Resources for Teaching Citizenship in Secondary Classrooms* (David Fulton Publishers, 2002) ISBN 139781853468407

Wales J and Harrison L – *Citizenship Today: Student's Book* (Collins Educational, 2009) ISBN 139780007324392

Websites

news.bbc.co.uk/1/hi/magazine/4099770.stm

BBC site – questions to test British Citizenship

www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml

BBC site interactive resources, games, quizzes

www.britkid.org

Race and racism

www.channel4learning.com/sites/citizenpower/index2.htm

Channel 4 site

www.equalityhumanrights.com

Equality and Human Rights Commission

www.fairuk.org

Forum against Islamophobia and Racism

www.kickitout.org

Kick Racism out of Football site

www.naar.org.uk/index.asp

National Assembly Against Racism

www.srtrc.org

Show Racism the Red Card site

Unit 24: The Role of the United Kingdom in Worldwide Organisations

Unit code: M/600/3165

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is for learners to appreciate the role the United Kingdom has in worldwide organisations and consequently in the global community.

Unit introduction

This unit introduces learners to the role taken by the UK in global issues. The focus of this unit is on helping learners to have a clear understanding of how the UK interacts with organisations within the global community to effect change worldwide.

Learners are encouraged to explore the way these key organisations are involved in topical events, whether environmental, political or economic.

This unit can be used as a foundation for learning about worldwide citizenship, where learners are encouraged to explore global issues and take an active role.

In the first part of the unit learners will investigate the role of the UK in the European Union.

The second part of the unit explores the purpose of the Commonwealth and the role of the UK within it.

Finally in this unit, learners look at the purpose of the United Nations and the role it has played in a recent global event.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the role of the UK in the European Union	1.1 Outline the function of the European Union 1.2 Describe the role of the UK in the European Union
2 Know the role of the UK within the Commonwealth	2.1 State the purpose of the Commonwealth 2.2 Describe the role of the UK in the Commonwealth
3 Know the role of the United Nations in the context of topical events	3.1 Identify the purpose of the United Nations 3.2 Describe the role of the United Nations in a current event.

Unit content

1 Know the role of the UK in the European Union

Function of the EU: history eg formation, European relationships, collective benefits eg free trade, freedom of movement, freedom of job choice, monetary union (single currency)

The role of the UK in the EU: actions eg Membership of European Parliament (MEPs), European Council, has two members on European Commission, European Court of Justice; financial eg contributions to EU budget and receipt of subsidies eg for farmers

2 Know the role of the UK within the Commonwealth

Purpose of the Commonwealth: history eg formation, former British colonies; common values and goals eg promotion of democracy, human rights, good governance, the rule of law, individual liberty, egalitarianism, free trade, multilateralism, world peace; purpose eg forum for discussion, aim to reach consensus, Commonwealth Head of Government Meetings (summits); encouragement of cultural and sporting links eg Commonwealth Games

Role of UK in Commonwealth: actions eg symbolic head of Commonwealth; Monarch's role eg discussions with Commonwealth leaders, visiting host countries during each summit, delivering a Commonwealth Day broadcast

3 Know the role of the United Nations in the context of topical events

United Nations: history eg foundation; aims eg to find peaceful solutions to disputes, encourage global cooperation, protection of human and civil rights; role eg ability to impose sanctions, send peacekeeping force, prosecution of war criminals through International Criminal Court, Security Council, UN Commission on Human Rights, International Court of Justice, WHO, UNICEF

United Nations involvement: humanitarian eg Afghanistan, HIV/Aids in Africa (UNAIDS); peacekeeping eg Cyprus, Georgia

Essential guidance for tutors

Delivery

Tutors will need to be creative in delivering this unit, providing active learning experiences to help learners relate to the unit content and to situations that are relevant and meaningful to them. Delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations. Additional learning resources can include photographs, videos and interactive websites.

Learning outcome 1 could be introduced with a group work activity. Learners work in groups to analyse case studies which exemplify the functions of the European Union, for example: Can a qualified Swedish electrician work in Italy? Is a French cheese producer able to sell his produce in UK supermarkets? Learners undertake internet research to answer questions and report back to the group. Tutor-led discussion will help learners to appreciate the range of functions of the EU. Learners could produce posters to illustrate the functions of the EU to display in the classroom.

The role of the UK in the EU could be explored through a true or false card-matching exercise. Learners could work in pairs to research statements about the UK's role in the EU and decide whether they are true or false. True statements could include: 'UK farmers receive agricultural subsidies' or 'The UK must abide by EU privacy laws'. False statements could include: 'The UK has 50 MEPs in the European Parliament' or 'The UK provides soldiers for the European Army'. Tutor-led discussion following feedback will help learners to consolidate knowledge about the UK's role in the EU.

The tutor could provide suggestions of relevant topical issues to engage the learners. These could include human rights issues, child labour, banning smacking or environmental issues, for example development of coal-fired power stations or recycling waste, to stimulate discussion and debate. As a group learners could decide upon an issue they would like to put to their MEP. Learners could research their proposal and contact their MEP.

Learning outcome 2 could be introduced with an activity that involves learners researching information about different Commonwealth countries which will be combined to form a timeline display. Learners work in pairs using websites to research information about at least two different Commonwealth countries. They prepare answers to questions about the reasons for the country's membership of the Commonwealth, when the country joined and the benefits to the country of being a member. Information can be presented on A3 sheets and added to the timeline. Tutors could pose questions to the whole group about the Commonwealth such as: Does the Commonwealth enforce laws? What do Commonwealth countries have in common? What joint activities take place?

A quiz about the United Nations could be used to introduce learning outcome 3 to assess learners' knowledge and understanding of its role and functions. Learners could work in groups to research examples of a United Nations peacekeeping activity, one health initiative, one human rights issue and one war crimes issue.

Groups could present their findings to the whole group using PowerPoint.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit.</p> <p>Theory: European Union – functions.</p> <p>Group work to analyse case studies which exemplify the functions of the EU. Feedback and tutor led discussion.</p> <p>Assessment activity – posters of the functions of the EU.</p> <p>Paired work – true/false statements about the UK's role in the EU, research answers using internet.</p> <p>Tutor led discussion – discussion about topical issues. Learners agree an issue as a group and prepare letter or email to MEP.</p> <p>Individual study/assessment activity – record function of the European Union and the role of the UK in the European Union.</p>
<p>Theory: the purpose and role of the Commonwealth.</p> <p>Paired work – research information about different Commonwealth countries to include: the reasons for the country's membership of the Commonwealth, when the country joined, the benefits to the country of being a member. Class timeline display.</p> <p>Tutor led discussion about role of the UK in the Commonwealth.</p> <p>Individual work/assessment activity – record purpose of the Commonwealth and role of the UK in the Commonwealth.</p>
<p>Theory: United Nations' purpose and role.</p> <p>Quiz to assess learners' knowledge of purpose and role of United Nations.</p> <p>Group research using websites to identify: one United Nations peacekeeping activity, one health initiative, one human rights issue and one war crimes issue. PowerPoint presentation of research to whole group.</p> <p>Individual work/assessment activity – record the purpose of the United Nations and the role of the United Nations in a topical event.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet assessment criterion 1.1 the learner will need to give brief information about at least two different functions of the European Union. Examples may be given to support the response. Evidence may be presented in the form of a poster. Alternative forms of evidence may be used.

For 1.2 the learner will need to include information about at least two different responsibilities of the UK in the EU.

For assessment criterion 2.1 the learner must give a clear, brief definition of the function of the Commonwealth.

To meet 2.2, the learner needs to include information about at least two functions of the UK in the Commonwealth. Examples may be given to support the response.

For 3.1 a clear definition of the purpose of the United Nations must be given. This needs to include reference to peacekeeping and human rights.

To meet 3.2 the learner needs to include brief information about actions taken by the United Nations in one current event. Evidence may be provided as PowerPoint slides with notes. Alternative forms of evidence may be used.

Indicative resource material

Arthur J and Wright D – *Teaching Citizenship in the Secondary School* (David Fulton Publishers, 2001) ISBN 139781853467448

Coulson-Lowes D, Brett P and Wiegand S – *GCSE Citizenship Studies: Student Book* (Folens Publishers UK, 2002) ISBN 139781843032878

Davies I – *100 Ideas for Teaching Citizenship* (Continuum International Publishing Group Ltd, 2005) ISBN 139780826484949

Tudor R – *Practical Resources for Teaching Citizenship in Secondary Classrooms* (David Fulton Publishers, 2002) ISBN 139781853468407

Wales J and Harrison L – *Citizenship Today: Student's Book* (Collins Educational, 2009) ISBN 139780007324392

Websites

decide4europe.eun.org/ww/en/pub/roleplay/homepage.htm	Interactive role play
www.adviceguide.org.uk/index/your_rights/civil_rights/the_european_union.htm	Citizens Advice
www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml	BBC site
www.channel4learning.com/sites/citizenpower/index2.htm	Channel 4
www.coe.int/t/transversalprojects/children/default_en.asp	Council of Europe site
www.direct.gov.uk/en/Governmentcitizensandrights/UKgovernment/TheUKandtheworld/DG_073417	Government site
www.doc.ic.ac.uk/~ih/teaching/game/msc98	EU flags game
www.empiremuseum.co.uk/index.htm	British Empire and Commonwealth Museum
www.europa.eu/index_en.htm	EU
www.fco.gov.uk/en/fco-in-action/institutions/britain-in-the-european-union	Foreign and Commonwealth Office
www.historylearningsite.co.uk/united_nations1.htm	History Learning UN
www.liberty-human-rights.org.uk/index.shtml	Liberty UK
www.thecommonwealth.org/Internal/142227/members	Commonwealth Secretariat
www.unicef.org/index.php	UNICEF

Unit 25: Skills for Employment

Unit code: A/600/3167

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to help learners to recognise, develop and apply their skills to enterprise and employability.

Unit introduction

It is important for young people to be able to recognise the skills required for success in the world of work, such as problem solving, action planning and decision making. Learners at this level will need support in understanding ways to develop and apply these skills and how they affect their plans for career development.

Work-related activities in which learners have the opportunity to develop and apply these skills can take place in or out of school or college and in a range of curriculum contexts and subject settings.

In the first part of the unit learners will explore the qualities, attitudes and skills that are needed for enterprise and employability. Learners will investigate the reasons why these skills are needed for success in the world of work.

In the second part of the unit learners carry out an assessment of their employability skills in order to plan ways to develop skills. Learners consider how their plans for self-development will contribute to their learning and career aims.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the qualities, attitudes and skills needed to enter and progress in the working world	1.1 Describe qualities, attitudes and skills needed to enter and progress in the working world 1.2 State why these skills, qualities and attitudes help individuals to enter and progress in the working world
2 Be able to assess own qualities, attitudes and skills for enterprise and employability	2.1 Carry out an assessment of own qualities, attitudes and skills for enterprise and employability 2.2 Plan ways to develop own skills for enterprise and employability 2.3 Demonstrate how plans for self-development contribute to learning and career aims.

Unit content

1 **Know the qualities, attitudes and skills needed to enter and progress in the working world**

Qualities: range eg drive, self-reliance, self-discipline, adaptable, resourceful, responsible, resilient, honest, thorough

Attitudes: range eg positive, 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: range eg listening, checking for understanding and clarifying instructions, problem-solving, action planning, team work, delegating, reporting, dealing with group dynamics, personal organisation, creative, decision making

2 **Be able to assess own qualities, attitudes and skills for enterprise and employability**

Self assessment of qualities, attitudes and skills: methods eg consultation with a careers consultant and/or connexions adviser, discussions with teachers, family and peers, completing online and paper skills, interests and personality self assessments

Ways to develop skills: work-related learning experiences eg work placement, work experience, enterprise activities, employment, volunteering, simulations

Learning and career aims: in a plan, identify job or career pathway; learning needed eg subjects needed, change of course or learning establishment, obtaining qualifications, progression of learning; career development eg relevant work-related learning experiences, acquiring new skills, cultivating new attitudes, new knowledge

Essential guidance for tutors

Delivery

The content of learning outcomes 1 and 2 could be delivered in a variety of ways. Exploration and discussion of the issues surrounding the opening and running of a new business could provide stimulus for learners to find examples of qualities, skills and attributes (qsa) needed to enter and progress in the working world. Group discussion and paired work could help generate ideas and motivation for discussion.

Employees and entrepreneurs could be invited to speak to learners about their qsa and tutors could use this resource to generate questions and discussion. The websites listed under Indicative resources provide sources of regional volunteer speakers, and ‘make your mark’ and ‘need2know’ have inspiring accounts of the achievements of young entrepreneurs. After receiving this input learners could then be invited to explain in their own words why these qsa have helped people to enter and progress in the working world.

For learning outcome 2.1, learners should be provided with a range of self-assessment tools to identify their qsa for enterprise and employability. These could be identified by the learner working with a careers consultant and/or Connexions adviser, having discussions with teachers, family members, and by completing paper and online self-assessment tools. A range of tools should be used to arrive at a balanced conclusion.

For delivery of learning outcome 2.2 tutors could lead a discussion on how work-related skills can be developed in part-time employment, voluntary work, in the classroom, at home and perhaps in family run businesses. The availability of peer support, mentors, coaches and role models could also be discussed to help learners understand what resources are available and the ways they can be supported in their development. It may be helpful for learners to look at a mock SMART action plan created by the tutor as an example.

For 2.3 learners will need to consider their learning and career aims and how the development of skills for enterprise and employability is relevant to them. This could be achieved in paired work or in a group discussion which ensures every learner’s participation.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Tutor or visitor from Connexions/HR-led introduction to unit.</p> <p>Group identification of work skills put on flipchart and displayed.</p> <p>Paired work to identify qualities and feedback for specific jobs.</p> <p>Tutor-led selection and description of range of skills learners will develop: time management, setting aims and objectives, prioritising, action planning, oral communication, teamwork.</p> <p>Individual/assessment activity: list a range of skills, qualities and attitudes suited to the world of work, and what an employer would be looking for in new recruits. Identify and list own skills, qualities and attitudes suited for employability.</p>
<p>Tutor to lead discussion on 'What is an enterprise?'</p> <p>Working in groups, learners to show skills and enterprise through demonstration and role play of commercial activities.</p> <p>Group discussion on how to develop skills in and outside the workplace.</p> <p>Individual work/assessment activity: creation of a career development plan which includes self-assessment of qualities, skills, and attitudes for employability and enterprise.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To achieve assessment criterion 1.1 the learner must be able to describe a mix of at least two QSA needed to enter and progress in the working world.

To achieve 1.2 the learner must be able to explain how each of the QSA selected in 1.1 help individuals to attain employment and progress in their work.

The evidence for criteria 1.1 and 1.2 could be written or oral and recorded by audio cassette.

For 2.1 learners must provide evidence of completion of a self-assessment activity and the conclusions they have arrived at in respect of their current QSA.

For 2.2 a personal plan must be produced for enterprise and employability. It must be obvious what new skills the learner is planning to develop. The resources to be used should be clearly set out along with the actions to be taken which will lead to the development of the specified skills.

For 2.3 learners must give a written or oral and recorded account of how the plan produced for 2.2 helps them to achieve their overall learning and career aims.

Please refer to the relevant standards for assessment of Functional Skills.

Essential resources

Learners will need access to computers. Additionally, audio recording equipment could be used for recording assessment evidence.

Indicative resource material

Websites

www.cascaid.co.uk	Producer of careers information and guidance solutions
www.connexions-direct.com	Connexions
www.enterprise-education.org.uk/home.php?mod=teachers	Children's business education
www.iagworkforce.co.uk/site/iag/content/free-downloads/free-downloads	IAG Workforce
www.makeyourmark.org.uk/inspiring_stories	Innovation website success stories
www.makeyourmark.org.uk/resources	Innovation website resources for success
www.nebpn.org	Institute for Education Business Excellence
www.need2know.co.uk/need2know/work/self_employment/article.html/id=612	Work education for teenagers
www.speakeasy4schools.com/ambassadors	Distance learning educator

Unit 26: Making Informed Career and Progression Choices

Unit code:	F/600/3168
QCF Level:	1
Credit value:	2

Unit aim

The aim of this unit is to help learners to make informed career choices based on their abilities, attributes and achievements, career intentions and the options available to them.

Unit introduction

It is important for young people to understand the need to consider their lifelong progression through learning and work. Learners need to be supported in identifying their abilities, interests and attributes and in clarifying their ideas to be able to make informed choices about what they may do in the future. Learners need guidance to review available options and to appreciate the impact choices will have on their progression pathway. This unit aims to develop knowledge and understanding in these key areas.

In this unit learners undertake activities to develop their skills for identifying and making informed career and progression choices.

In the first part of the unit, learners are required to consider the concept of having a career and the main influences on their career choices.

In the second part of the unit, learners examine their own needs, interests, skills, abilities and attitudes. Learners then use different information sources to investigate career options.

In the third part of the unit, learners prepare for a careers guidance interview by preparing a personal statement and identifying questions to ask.

In the fourth part of the unit, learners begin the process of career management by considering changes they need to make to their individual learning plan as a result of their self-assessment, careers research and careers guidance interview.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know how career choices are influenced	1.1 Define career 1.2 Describe factors which may influence career choices 1.3 Outline influences on own career choices
2 Be able to match needs, interests, values, skills, abilities and attitudes to career options	2.1 Carry out a self-evaluation of needs, interests, values, skills, abilities and attitudes 2.2 Use information sources to research career options which match needs, interests, values, skills, abilities and attitudes 2.3 Identify career options
3 Be able to prepare for a career guidance interview	3.1 Prepare a personal statement 3.2 Plan questions to ask in a career guidance interview
4 Be able to plan learning for career management	4.1 Contribute to individual learning plans to reflect career options.

Unit content

1 Know how career choices are influenced

Influences on career choices: influences eg individual interests, attitudes and abilities, work-related learning experiences, job market and employment trends, careers information, advice received from careers guidance specialist and teachers, opinions of relatives and friends, media

2 Be able to match needs, interests, values, skills, abilities and attitudes to career options

Achievements: range eg completed projects, letters of recognition, completion of training, educational qualifications gained, receipt of awards

Skills: range eg making friends, networking, communicating, organising, timekeeping, budgeting, negotiating

Interests: favourite study subjects, hobbies eg sports

Information sources: range eg prospectuses, websites, careers skills and interest assessments, job profiles, articles in magazines, trade and professional journals, newspapers, advice from careers adviser, personal tutor, friends and relatives, employment agencies, information from sector skills councils and regulatory bodies

3 Be able to prepare for a career guidance interview

Personal statement: includes eg interests, values, skills, abilities; career options made; clearly presented eg word processed

Questions: clarification about suitability of career choices eg educational qualifications, where to find out more information on how to gain work-related experience, opportunities for progression, other career options

4 Be able to plan learning for career management

Individual learning plan: plan eg review goals, identify needs, indicate GCSE choices, grades needed, other qualifications eg Diploma, Edexcel, progression routes post 16, plans for transition into, beyond the 14-19 phase

Essential guidance for tutors

Delivery

The concept of a career and the kind of career decisions that have to be made by everyone throughout their lives could serve as a useful introduction to this unit. In this way learners can put their current career activities in context and can appreciate that career decision making is a lifelong process.

Since there are numerous influences that bear upon learners regarding their career choices, paired work and/or a group discussion could be a lively way to begin the first learning outcome. Tutors could invite learners to share their experiences and could also draw on examples of helpful influences on people who now have successful and fulfilling careers. A guest speaker could be invited to talk about the influences they felt. The creation of individual or a group collage to illustrate the influences could also be fun.

For the second learning outcome learners will need to be introduced to a variety of paper and computerised self-evaluation tools. They should also be encouraged to reflect on their needs, values, interests and attitudes. They could talk about their skills with peers, relatives, past and present employers and tutors. A variety of self-assessment activities will be necessary to ensure learners get a balanced perspective.

For learning outcome 3 learners will also need access to a wide variety of careers information which they can use to research, clarify and review their career options and choices. Access to a careers library and a careers guidance specialist will be important here. Learners should be encouraged to draw on a range of information from prospectuses, websites, job profiles, newspapers and regulatory bodies.

Tutors will need to arrange for careers or teaching staff to talk to the learners about their career options and choices as well as financial support. This will provide an important foundation for learning outcome 4, which requires learners to work on their individual learning plans.

Making career choices can be difficult, so using opportunities to talk about fears and frustrations could help relieve some of the pressure that can be felt. Tutors will need to set aside time from group delivery to give individual attention to learners who need extra support in clarifying their ideas and making decisions. One-to-one time could be fitted in while the group is working on writing personal statements.

For learning outcome 3, learners could be shown some good examples of personal statements (with the identity of the author removed) and they could be invited to pair up and discuss what they propose to put in theirs. Tutors should remind learners of the importance of correct spelling, grammar and punctuation and to proofread their work before submitting it. Learners could pair up and check over each other work for mistakes.

For questions to ask in a careers guidance interview, the group could get into pairs and together they could record all the questions they want to ask. They could then feedback this information to the group, with the tutor creating a complete set of questions. This information may be helpful for the careers adviser to know in advance, learners can then choose to add more useful questions to their list.

The revision of the individual learning plan for learning outcome 4 will require one-to-one attention between tutor and learner so that tutors can ensure the planned revisions are clear and appropriate. Learners could begin by revising their original plans using a coloured pen so that the tutor can see what changes are proposed.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit: this unit would work well delivered by a professional from Connexions or the careers service.</p> <p>Tutor-led discussion on the idea of career and the influences on us when choosing careers or jobs.</p> <p>Small groups: divide groups up according to who might have work experience. Encourage discussion and research around different types of careers – draw on friends and family, eg medical, retail, outdoor, manufacturing, child care, travel etc.</p> <p>Get groups to produce a flipchart with a range of examples of different careers and influences – and share these with whole group.</p> <p>Tutor-led session summarising main points, ensuring a range is given, and discussing different choices – then link to the individual and suitability of choices.</p> <p>Individual/assessment activity: give a definition of career, with examples, explaining influences on choices.</p>
<p>Tutor-led session on how to match interests to own range of skills, knowledge and attitudes.</p> <p>Paired work: use tools to carry out a self-assessment, and if possible match these to career choices.</p> <p>Individual/assessment activity: identify and explain own career choices.</p>
<p>Tutor-led session on gathering information to prepare for a careers guidance interview.</p> <p>Paired work: prepare personal statements, gather information, plan questions appropriate for an interview.</p> <p>Meet with careers adviser.</p> <p>Individual work/assessment activity: revise individual learning plan.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Evidence produced for assessment of this unit may be written or oral and recorded, unless stated otherwise in the assessment criteria.

For assessment criterion 1.1 learners must define the current concept of ‘career’ using their own words.

For 1.2 learners must give at least two factors which may influence career choices, and provide one example of each factor. The examples chosen should be based on fact.

For 1.3 learners must outline influences on their own career choices. They should refer to major and minor influences and how they have responded to them.

For 2.1 learners must produce evidence of a variety of self evaluation processes carried out. This can be submission of copies of paper or computerised assessments completed, records of interviews and discussions held, written reflections from self analysis etc.

For 2.2 learners must produce a list of the information sources they have used to research their career options.

For 2.3 learners must identify their career options. In doing so they should indicate their preferred choice and explain why it is so.

For 3.1 they need to create their personal statement in an appropriate style and format, using correct terminology, spelling, grammar and vocabulary.

For 3.2 learners must provide a list of questions they plan to ask in an interview with a careers guidance specialist.

For 4.1 learners must produce an individual learning plan which they have contributed to and which reflects their career choices. The plan must be clear and realistic and appropriate to the learner's career aims.

Essential resources

Learners will need access to computers, a wide variety of career resources (preferably a careers library) and a careers guidance specialist. Additionally, audio recording equipment could be used for recording some of the assessment criteria.

Indicative resource material

Websites

www.apprenticeships.org.uk	Apprenticeship search website
www.careersadvice.direct.gov.uk	Advice on careers and learning
www.casaid.co.uk	Careers guidance software maker
www.connexions-direct.com	Connexions
www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/index.htm	Directgov
www.gapyear.com	Year-out planning
www.iagworkforce.co.uk/site/iag/content/free-downloads/free-downloads	IAG Workforce
www.ukstandards.org/About_occupational_standards/For_employees_and_individuals.aspx	Self-assessment for employment competence
www.volunteering.org.uk/WhatWeDo/Student+Volunteering	Student volunteering
www.work-experience.org/ncwe.rd/index.jsp	National Council for Work Experience

Unit 27: Opportunities in Learning and Work

Unit code: A/600/3170

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to develop learners' understanding of the range of opportunities in learning and work open to them. Factors relating to diversity and equality of opportunity in learning and work are also considered.

Unit introduction

All young people should understand the range of opportunities open to them. Opportunities in learning and work include the full range of pre- and post-16 learning options and progression routes available to learners within their current learning establishment and elsewhere. Learners also need to consider factors relating to diversity and equality of opportunity in learning and work, particularly gender, culture and disability. This unit aims to develop knowledge and understanding in these areas.

In the first part of the unit, learners consider different types of employment and changing patterns of employment. Learners will explore examples of changing employment patterns.

The unit continues by exploring the different progression routes available. Learners consider the opportunities available to them in their current learning establishment and elsewhere.

In the third part of the unit, learners consider stereotypical views of opportunities in learning and work. Learners at this level will relate this to relevant, practical examples.

To complete the unit learners will examine changes happening in the world of work and the implications of these for their career planning in the future.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about patterns of employment	1.1 Describe changing patterns of employment 1.2 Give examples of employment, self employment and voluntary work
2 Know about learning opportunities and progression routes	2.1 Describe progression routes 2.2 Describe learning opportunities
3 Be able to recognise stereotypical views in learning and work	3.1 Present examples of stereotypical views of opportunities in learning and work
4 Understand how changes happening in the world of work can affect career plans	4.1 Identify changes happening in the world of work 4.2 Explain effects of changes in the world of work on career plans.

Unit content

1 Know about patterns of employment

Changing patterns of employment: reasons for change eg reduction in manufacturing, increase in ageing population, increase in service industries, effects of recession and recovery patterns of employment

Employment: definition of employment eg contract of employment sets out agreement over terms and conditions, receive net salary/wages and other agreed benefits eg holiday pay, bonus, pension, statutory rights and responsibilities; types eg corporate, jobs for life, career progression

Self employment: definition for self-employment eg may have a contract of agreed terms, worker responsible for getting work done and at own risk, worker invoices contractor and is paid a fee, benefits; types eg freelance, contract

Voluntary work: definition for voluntary work eg no salary or wage, expenses may be paid, can determine hours and days worked, may receive training, have organisational rights and responsibilities eg accountable for work, time-keeping, and working in best interests of organisation; types eg charities, work experience

2 Know about learning opportunities and progression routes

Progression routes: types of progression eg school/college eg A levels, Diploma, Edexcel, further education eg vocational courses, NVQs, apprenticeships, Foundation degrees, higher education eg degrees, through employment eg NVQs, in-house training

3 Be able to recognise stereotypical views in learning and work

Stereotypical views in learning and work: definition eg pre-conceived ideas about a person's ability to work or learn; stereotypical views eg on age (thought to be too old to complete a course of study), disability (thought to be unable to perform tasks required for a job), gender (thought to be women's work)

4 Understand how changes happening in the world of work can affect career plans

Changes happening in the world of work: range of ways eg saturation in some job markets from influx of workers outside locality, expansion of job opportunities through new businesses coming into locality, closure of businesses reducing opportunities for work, increased specialist study and qualifications being required, introduction of more flexible working arrangements, fewer jobs for life, increased use of technology in work

Significance of changes: impact of change eg developing a broad range of skills to increase employability, ensuring skills and knowledge are constantly updated, review career development plan regularly, maintain lifelong learning

Essential guidance for tutors

Delivery

Learners could be given a variety of activities to develop their knowledge and understanding of the wide range of subjects this unit presents. Suggested activities include researching information, interviewing people, creating charts, listening to guest speakers, engaging in group discussions and taking notes from tutorial guidance.

For learning outcome 1 tutors could assist learners to identify the distinctions between being employed, self employed and a volunteer. This could be done by questioning learners about their current knowledge in a group session. The contribution of many views (including the tutor's) could be pieced together to form a full account. The end result could then be compared to a written account of the differences contained in a textbook or on a website (see indicative resource material).

As regards changing patterns of employment, which is a much more complex subject, the tutor could lead a session on the topic. Learners could then be referred to further sources of information (such as business studies, economics and career textbooks, websites providing labour market information, statistics and trends, newspapers and magazine articles for private study or paired work and a group discussion on their findings.

For learning outcome 2 guest speakers such as personnel from the tutor's place of work, advisers from local further education colleges, careers specialists and local volunteer coordinators could be invited to talk about the opportunities available in learning and work. Employers offering apprenticeships and other recruiters could come and talk about their work opportunities. In addition learners could be referred to numerous websites relating to relevant opportunities. Learners could be asked to create a flow chart representing the learning progression routes available to them.

For learning outcome 3 learners could be asked to interview friends, relatives, employers, neighbours etc about their attitudes towards learning and work as regards specific age groups, gender etc and then share their findings with the group. Tutors could then question learners about their views.

For learning outcome 4, the tutor could lead an outline session on the changes happening in the world of work. After the session learners could be required to reflect on these changes and consider each one and how their career plans may need to be adjusted to take them into account.

Learners could work on their own to begin with and then share their thoughts in pairs or the group. Learners would benefit from being able to consult a careers guidance specialist about their plans if they feel uncertain about them.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit: input from someone in HR or a job search agency would help bring this learning alive.</p> <p>Tutor-led discussion on the idea of career and the influences of changing patterns of employment.</p> <p>Small groups: allocate groups different areas to investigate eg being employed, self-employed, voluntary work. Groups to research the meaning and implications before feeding back to main group.</p> <p>Record information on flipcharts to share.</p> <p>Groups plan progression routes available to them, in the different ways of working described, and share with whole group.</p> <p>Individual work/assessment activity: describe how patterns of employment have changed, giving examples.</p>
<p>Tutor-led session summarising main points so far – then link to how individuals perceive different roles and the whole concept of stereotyping.</p> <p>Small group discussion on stereotyping – identifying examples, especially in the workplace and what can be done about this viewpoint. How does this influence choices?</p> <p>Individual/assessment activity: record examples of stereotypical views of opportunities at work and what you can do to change these.</p>
<p>Tutor or visitor led discussion on changes in the world of work.</p> <p>Pair work: discuss and collate changes in the world of work, then consider how these changes can affect career plans.</p> <p>Report back to main group some examples of changes.</p> <p>Individual work/assessment activity: record how changes in working patterns and the world of work might affect own career plans.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Evidence produced for assessment of this unit may be written or oral and recorded, unless stated otherwise in the assessment criteria.

For assessment criterion 1.1 learners must give examples of at least two patterns of employment that affect employees. A brief description of each pattern must be given in clear enough detail to indicate it is understood.

For assessment criterion 1.2 learners must describe the main features of employment, self employment and voluntary work in sufficient detail so that the distinctions between them are clear.

For assessment criterion 2.1 learners need to outline the progression routes available to them in their current educational establishment and also a route available elsewhere. A pictorial outline such as a flow chart will be acceptable.

For 3.1 learners need to give examples of at least two stereotypical views of opportunities in learning and at least two in work.

For assessment criterion 4.1 learners must identify at least two changes currently occurring in the world of work.

For 4.2 learners must explain how changes in the world of work have affected their career plans.

Essential resources

Learners will need access to computers, a variety of career resources and ideally a careers guidance specialist. Audio recording equipment could be used for recording some of the assessment criteria.

Indicative resource material

Websites

www.careersadvice.direct.gov.uk	Advice on careers and learning
www.cegnet.co.uk/content/default.asp?PageId=1034	Connexions IAG – Understanding the labour market
www.cegnet.co.uk/content/default.asp?PageId=2402&sm=	Connexions – Promote people not stereotypes
www.connexions-direct.com	Connexions
www.direct.gov.uk/en/Employment/Understandingyourworkstatus/index.htm	Directgov – Understanding your work status
www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/index.htm	Directgov – Work experience and volunteering
www.employment-studies.co.uk/policy/index.php	Institute for Employment Studies
www.statistics.gov.uk/hub/labour-market/index.html	UK National Statistics
www.voluntaryworker.co.uk	Voluntary worker advice
www.volunteering.org.uk/WhatWeDo/Student+Volunteering	Student volunteering
www.work-experience.org/ncwe.rd/index.jsp	National Council for Work Experience

Unit 28: Understanding Careers and Employment through Experiences of Work

Unit code: F/600/3171

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to enable learners to use their experiences of work to increase their understanding of careers and employment.

Unit introduction

This unit builds on learners' actual experiences of work which include work placement and part-time jobs as well as visits to workplaces to observe or shadow workers. This unit provides a foundation for understanding the skills and qualities needed to enter employment and progress in the world of work. It also examines the motivation of workers and the importance of engaging in lifelong learning.

The unit builds on learners' experiences of work and therefore supports them in applying their developing skills and knowledge about the world of work. Learners are then guided to apply their learning to career planning and progression.

The first part of the unit explores motivation and the factors that motivate people in different working situations. At this level, learners will relate this to their own experience in the workplace and identify learning from it.

In the second part of the unit learners explore the qualities and skills needed for employment and why they are important.

The need for lifelong learning for employability and progression is considered in the third part of the unit.

Finally, learners consider their experiences of work and identify what they have learned from these experiences. They will be expected to demonstrate how what they have learned from experiences of work can be used to develop their careers and learning.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know what motivates people to work	1.1 Describe factors that motivate people to work
2 Understand skills needed for enterprise and employability	2.1 Explain skills needed for enterprise and employability
3 Know about lifelong learning for careers	3.1 Define lifelong learning 3.2 Outline why lifelong learning is important for employability and career progression
4 Be able to use learning from experiences of work to help learning and career planning	4.1 Present experiences of work 4.2 Give examples of learning from work experiences 4.3 Show how learning from work experience has helped learning and career planning.

Unit content

1 Know what motivates people to work

What motivates people to work: reasons for motivation eg independence, financial reward, career advancement, consultation and participation in decision making, being appreciated, enjoying the work, seeing the value of work done, enjoying the company of other employees, working in an environment that suits, being managed appropriately, being of value, making/doing something useful

2 Understand skills needed for enterprise and employability

Skills: range of skills eg listening, checking for understanding and clarifying instructions, following instructions, timekeeping, team work, creativity, problem solving

3 Know about lifelong learning for careers

Lifelong learning: meaning eg learning for personal or professional reasons, takes place throughout life, not confined to the classroom, takes places in a range of situations

Importance: reasons for importance of lifelong learning eg formal learning concentrated in the earlier stages of life unable to sustain an individual throughout their life, continuous education provides eg job security created by offering many different skills to employers, learning increases self confidence

4 Be able to use learning from experiences of work to help learning and career planning

Experiences of work: direct eg work placements, part-time jobs, volunteering; indirect eg observing, work shadowing, visits, virtual visit, enterprise activities

Learning from experiences of work: how people work eg skills and qualities needed, expectations, behaviour of employees, protocols and processes, working patterns, business language

Essential guidance for tutors

Delivery

Tutors delivering this unit should assume that learners have had actual experiences of work such as through a work placement, part-time job, volunteer positions or visits to workplaces to observe workers.

Learning outcome 1 is something learners usually know about the main factors that motivate them to work. It may be a good idea to have a group activity in which every learner is invited to contribute their motivations.

For learning outcome 2 learners could be asked to consider the skills they saw being demonstrated in the workplace that they believe are necessary for enterprise and employability. Tutors will need to explain the difference between these two concepts.

For learning outcome 3 tutors will probably need to explain what is meant by the phrase 'lifelong learning' and why it has come about. Learners could then be asked to research the topic further in preparation for a discussion about its importance and its relevance to each of them. The tutor could ensure through questioning that learners consider its importance to their employability as well as their career progression. Tutors could give examples of how they can continue learning so that it can become a reality.

For learning outcome 4 learners could be directed to outline their experience of work by drawing on information they have kept for example instructions given, records of work undertaken, notes of meetings etc. Learners may also have letters, references or reports from employers they could use.

Learners will probably be able to give examples of learning from work experience without much prompting. The tutor, however, could give some examples to encourage learners to make a more thorough examination of their experience. Examples could include what it was like to work in that size and type of organisation, how people work, their roles and responsibilities, the behaviour of employees, protocols and processes, working patterns, business terms used etc.

Finally, learners could be paired up to discuss how their work experiences have helped their learning and career planning. The pairs could then feed back to the whole group for a collective understanding of how learners have benefited from their learning. Tutors could use this time to identify learners whose reasoning may appear weak and who may need support to come to a more beneficial or expansive outlook.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit: building on experiences of work, work experience, part-time work etc.</p> <p>Tutor needs to identify the extent of work experience in the group and encourage sharing of as many different types of experience as possible. Start discussion on motivation to work, before handing over to small group.</p> <p>Small groups: discuss different types of motivation to work, giving examples and sharing with larger group.</p> <p>Record information on flipcharts to share.</p> <p>Individual work/assessment activity: describe different factors that motivate people to work.</p>
<p>Tutor-led session on skills needed for work and enterprise – concepts need exploring and then relating to workplace, drawing on learners own experiences and how to keep up to date.</p> <p>Tutor leads discussion on lifelong learning and how it can affect career progression.</p> <p>Pair work: identify some careers and research into appropriate skills needed and how lifelong learning can help.</p> <p>Individual work/assessment activity: record a definition of lifelong learning and how lifelong learning can help employability and career progression.</p>
<p>Tutor-led discussion on how work experience has helped thinking about careers.</p> <p>Pair work: discuss and consider how work experience has affected or contributed to career plans and what individuals have gained from their experiences.</p> <p>Report back to main group giving some examples of learning from work experience.</p> <p>Individual work/assessment activity: record own experiences and learning from work and how this might affect own career plans.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Evidence produced for assessment of this unit may be written or oral and recorded, unless stated otherwise in the assessment criteria.

For assessment criterion 1.1 learners must describe at least two motivations for work.

For assessment criterion 2.1 learners must be able to explain at least two skills needed for enterprise and a minimum of two for employability.

To meet assessment criterion 3.1 learners must give a definition of lifelong learning.

For 3.2 learners need to give an outline of why lifelong learning is important for employability and career progression. The account does not need to be personal to them, although if they choose it can be presented in that way.

For 4.1 learners need to give outline details of the work experience they have had.

For assessment criterion 4.2 learners need to give at least two examples of their learning from work experience.

To meet assessment criterion 4.3 learners must show how their work experience has helped their learning and also their career planning. They need to explain why they are making changes to their career plan or keeping it as it is.

Essential resources

Learners will need access to computers. Audio recording equipment could be used for recording some of the assessment criteria.

Indicative resource material

Websites

www.bized.co.uk/current/pbl/2006_07/050207links.htm	Biz/ed
www.cbi.org.uk/pdf/timewellspent.pdf	CBI
www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/index.htm	Directgov
www.work-experience.org/ncwe.rd/index.jsp	National Council for Work Experience

Unit 29: Learning from more Experienced People

Unit code: J/501/5828

QCF Level: 1

Credit Level: 2

Unit aim

The aim of this unit is for learners to appreciate ways in which they can learn from more experienced people, in either a workplace or a learning environment.

Unit introduction

Being able to learn from senior or more experienced people is an important part of preparation for success in a place of work or study.

In the world of work, many organisations encourage practices such as work shadowing and cross-company initiatives in which employees are expected to interact with and learn from more knowledgeable people.

This unit introduces learners to ways in which they can learn, in a workplace or learning environment, from those who are more experienced in a particular field of work or study.

Learners will consider the different types of experienced people they could encounter. They will also consider the skills demonstrated by more experienced people and how they could use these skills in their own learning or work context.

In the first part of the unit learners are helped to understand about the kind of more experienced people with whom they could come into contact.

The unit continues by getting learners to understand how they can learn from more experienced people and, finally, how they can use this learning for their own benefit.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand a range of more experienced people with whom they could come into contact	1.1 Describe more experienced people they could come into contact with, within and outside the workplace or place of learning
2 Understand how they can learn from more experienced people	2.1 Describe ways in which they could learn from more experienced people 2.2 Describe what is helpful or not helpful about the ways they could learn from more experienced people
3 Understand what they have learned from more experienced people	3.1 Describe skills that more experienced people have demonstrated 3.2 Describe how they will use these skills themselves.

Unit content

1 Understand a range of more experienced people with whom they could come into contact

Range of people: line managers, supervisors, managers, team leaders, team members with more experience, heads of department, clients or customers, visiting experts or consultants, tutors, teachers

2 Understand how they can learn from more experienced people

Ways to learn: different ways eg observing others at work, work shadowing, discussing ideas and problems with others, reading or looking at what others have written, recorded or produced eg reports, memos, presentations, portfolios, videos, interviews, letters, articles; questioning others about their work style and practices

Helpful ways of learning: eg question and answer session provides opportunity to have specific queries answered, work shadowing provides opportunity for practical observation, watching a video allows learner to proceed at own pace, reading articles or letters might not be so helpful if some of the information is out of date, presentations to a group might not provide opportunity for audience members to ask questions

3 Understand what they have learned from more experienced people

Examples of skills demonstrated by others: skills eg positive behaviours and inter-personal 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

How these skills will be used: knowing how what has been learned could be applied to their own work or learning situation eg 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

Essential guidance for tutors

Delivery

Through a group discussion or in pairs, learners should be able to identify a range of more experienced people that they could come into contact with or currently come into contact with. These will be more experienced people in the workplace or in a school, college or other place of learning. Examples could include managers, supervisors, other colleagues they have identified as being more experienced, tutors and visiting experts. These should be people either familiar to the learner or people the learner could reasonably expect to come into contact with in their workplace, college or school.

Tutors should encourage learners to think about how they learn in the workplace, school or college and to recognise that their learning could be informal or formal. For example, they may pick up all sorts of information about their organisation from attending meetings or talking to more experienced people in their team.

Learners may observe others in different situations, and by observing, learn a new way of doing something. Alternatively, learners may be in a more formal situation for example, work shadowing or a presentation by a visiting expert, where they can ask the person questions about their work practice or field of study and use it to improve their own practice or knowledge.

Group discussions and discussions with tutors or line managers could help the learner identify various ways they learn in their workplace, school or college – and the advantages or disadvantages of various ways of learning.

Opportunities to observe more experienced people demonstrating skills could come via a wide range of activities such as work shadowing, presentations by visiting experts, interviews with more experienced learners or colleagues, or even day-to-day interaction with more experienced people in a place of learning or work.

When identifying the skills gained from more experienced people, learners should also be encouraged to consider whether these skills are relevant to their own specific working practice or place of learning, and in which ways they are relevant.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit: useful for work experience preparation.</p> <p>Group discussion about who we can learn from – capture ideas on flipchart.</p> <p>Get groups to identify more experienced people they might meet and share with whole group – might need research into companies.</p> <p>Groups to work out how they can access the identified people and start to make contact – by letter, phone, setting up meetings etc.</p> <p>Individual work/assessment activity: record a list of experienced people learners could come in contact with on work experience, job shadowing, on video etc. Describe ways in which they could learn.</p>
<p>Tutor supervises learners being in contact with more experienced people – arrangements checked for activities for learning – this could be individually or in pairs.</p> <p>On completion group discussion about skills observed and how these could be developed.</p> <p>Paired work: list skills observed and how these could be used individually – checking with tutor whether these are appropriate.</p> <p>Individual work/assessment activity: describe learning from more experienced people and how the skills demonstrated will be used.</p>
Assessment feedback, review and evaluation of unit.

Assessment

Evidence for learning outcomes 1 to 3 could come from a group discussion which shows the individual contribution of the learner, or from an individual discussion with the tutor or line manager.

The evidence may take the form of a taped discussion, video evidence, presentation etc. It may also be supported by written notes by the learner or the tutor/line manager.

For 1.1 learners must be able to describe at least two types of people they will interact with who are experienced in the field of work or study.

For 2.1 and 2.2 learners need to describe at least two ways in which they can learn from more experienced people and indicate what is helpful or not so helpful about the ways in which they could learn from these people.

Evidence for 3.1 and 3.2 could come from a one-to-one discussion between the tutor or line manager and the learner or via an appropriate small group situation in which the learner gives at least two examples of skills that more experienced people have demonstrated and describes how they can use these skills themselves.

The examples must be clear and relevant to the learner's own work or learning context. For example, after observing a more experienced person at work, the learner might intend to read through and spell check all their future emails before sending them out, or after a presentation by a visiting expert, the learner might have some specific ideas on where to find answers to some difficult questions in their current assignment.

Essential resources

Learners should have access to a variety of people in the workplace, school or college who can demonstrate positive behaviours to them and who can be used for questioning or work shadowing purposes.

Websites

www.lifecoachexpert.co.uk

Life Coach

www.mindtools.com

Career skills e-learning website

Unit 30: How and Why Businesses Operate

Unit code: J/600/3172

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to help learners to understand how and why businesses operate.

Unit introduction

Young people need to develop an understanding of work and enterprise and how businesses operate, to prepare them for the world of work. It is important that learners consider all types of business in the public, private and voluntary sectors, including large and small social enterprises. The latter are important for understanding that not all business activity is motivated by profit.

This unit gives learners an introduction to types of business, organisational structures, work roles and identities.

Learners consider the rights and responsibilities of employees and employers. They are also introduced to simple business and economic concepts and terms through exploring how businesses operate to make profit.

The first part of the unit requires learners to explore different types of business and identify the factors that motivate various business operations.

Different business organisational structures are investigated in the second part of the unit. Learners consider the roles and identities within a business enterprise.

The third part requires learners to investigate rights and responsibilities of employers and employees.

To complete this unit, learners will examine how businesses make a profit to introduce them to basic economic and business concepts and terms. For this level, learners will explore the relevance of these terms in the context of practical situations.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about types of business and motivators	1.1 Describe different types of business 1.2 List factors that motivate different types of business
2 Know about organisational structures	2.1 Identify types of organisational structure 2.2 Describe organisational structures of different business
3 Understand employees' and employers' rights and responsibilities	3.1 Explain employees rights and responsibilities at work 3.2 Explain different rights and responsibilities of employers
4 Know how businesses make a profit	4.1 Describe how businesses make a profit.

Unit content

1 Know about types of business and motivators

Businesses: sectors eg private sector, public sector, voluntary organisations; types eg sole trader, partnership, private, public limited companies, charity

What motivates business: reasons for motivation eg recognition, money eg to make a profit, for charitable purposes, to provide services or goods to the public

2 Know about organisational structures

Organisational structures: types of structure eg flat, hierarchical, matrix

Business use of structure types: use of structures eg flat meaning team work, no differentiation in status, flexible, hierarchical eg traditional, set roles and purpose, status, matrix eg people work across company

3 Understand employees' and employers' rights and responsibilities

Employer rights and responsibilities: legal responsibilities eg in relation to equality of opportunity, respect for diversity, health and safety; rights eg expect the employee to do the job they are employed for

Employee rights and responsibilities: rights eg minimum wage, sick pay, holiday pay, maternity leave; responsibilities eg use safety equipment, follow policies and procedures

4 Know how businesses make a profit

Making a profit: costs measured against income; costs eg staffing, raw materials, manufacturing costs, price of product, volume of sales

Essential guidance for tutors

Delivery

The content of this unit is suitable for individual and group exploration by learners supported by clear guidance from tutors.

Information on types of business, motivation, organisational structures, work roles and identities, employees' rights at work and employers' responsibilities, can be explored by learners raising these subjects with their relatives, friends, current or past employers and staff of organisations they may do or have done voluntary work with. This information can also be found in newspapers, television, websites and business studies textbooks.

Learners could be invited to work alone, in pairs or in small teams and retrieve specific information to bring back to share with the group for discussion. This information could be recorded in written answers to questionnaires or in tape recordings, website pages or newspaper articles, etc. If questionnaires are used, tutor guidance will be very important to ensure appropriate questions are asked and a suitable format provided for answers. Practicalities such as delivery and collection will also need to be considered.

Guest speakers could also be invited to talk on these subjects. Some of the websites provided under Essential Resources, refer to sources of regional volunteer speakers. Learners could be asked to invite their employers or ex-employers from different types of businesses or a charity to come and speak to the group. The speaker could explain business terms and concepts such as economic growth and decline, sustainable development and profit making to the group, with time for the tutor and speaker to check learners understanding to these topics which can sometimes be difficult to simplify.

Tutors could also draw upon the educational establishment they are working for to supply its mission statement, organisational chart and information on work roles and identities.

Organisation charts can also be found on websites. Staff from the personnel department may be willing to meet learners to talk about employers' responsibilities and employees' rights.

All these activities and information gathering and sharing would provide a strong foundation for meeting the assessment criteria. For example for learning outcome 1, which requires knowledge about types of business, learners could share the information they have gathered from speaking to family, friends and employers, and from information extracted from newspapers, television, websites and business studies text books. They could then draw from examples of different types of business. Learners could be guided to appropriate examples through use of questioning. With regards to motivation, learners could also be directed to select from a range of motivations they have gathered and identified collectively.

For learning outcome 2, learners could be required to individually obtain organisation charts from different types of business. The tutor could lead a session on how organisation charts can be classified providing examples. Learners could then be required to identify what type of charts they have found, eg flat, hierarchical, matrix.

To complete learning outcome 3, learners could be introduced to the subject of rights and responsibilities by the tutor or a guest speaker. At this level it will be important to put the subject matter in a practical context, preferably relating it to experiences the learners may have had as part-time employees or in a work placement. Reference to newspaper articles covering employment issues could also generate interest, discussion and further understanding.

For learning outcome 4, a real or fictional business could be used as a model for examining how a profit can be made. Tutors could prepare a very basic business model so that learners have a practical foundation to work from. Concepts such as competition and economic recession could also be considered to encourage learners to be creative in their thinking about how the company could still operate profitably in challenging times.

Learners should be encouraged to learn and use business terms and references should be made to the availability of online and paper dictionaries.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit.</p> <p>Small groups: allocate sectors and types of business to groups and allow time for research into them.</p> <p>Get groups to produce a flip chart with key points listed to share with whole group.</p> <p>Tutor-led session summarising main points, highlighting differences and then introducing motivators. Lead discussion on this and how organisation structure can contribute to it.</p> <p>Individual work/assessment activity: produce induction leaflets which explain the type of business, what motivates it and the organisation structures used.</p>
<p>Tutor-led input on employees, and employers, rights and responsibilities – a guest speaker would be helpful here, either from HR or outside the company.</p> <p>Paired work: find out about the rights and responsibilities of employer and employee in a given company. Feed back findings to whole group; tutor to identify key points.</p> <p>Individual work/assessment activity: prepare an information sheet for an organisation which explains the employees, rights and the employers' responsibilities.</p>
<p>Tutor-led introduction into how businesses make a profit.</p> <p>Paired work: look at two different types of business and find out what sort of profits are made. Report back to whole group. This will involve research.</p> <p>Individual work/assessment activity: include in induction leaflet how the business makes a profit.</p>
Assessment feedback, review and evaluation of unit.

Assessment

Evidence produced for assessment of this unit may be written, oral and recorded, unless stated otherwise in the assessment criteria.

For assessment criterion 1.1 the learner must give at least two examples of three different types of business. Learners need to give the trading name and a brief description of their business activity.

To achieve 1.2 the learner must give at least two factors that motivate businesses. Each factor must be drawn from a different type of business, eg the motivation of a partnership, a limited company and a charity. Learners can refer to the organisations they have used in 1.1.

To meet the requirements for 2.1 learners need to provide at least two examples of organisation charts.

For assessment criterion 2.2 learners need to identify the type of organisational structure they have provided for 2.1.

To achieve 3.1 learners need to give at least two examples of employees' rights at work.

For 3.2 learners need to explain at least two responsibilities that employers have in respect of their employees.

Finally, for 4.1 learners must give an account of how a business can make a profit, drawing upon one example. The use of business terminology must be correct.

Essential resources

The learners will need access to computers. Additionally audio recording equipment could be used for recording some of the assessment criteria.

Websites

www.bbc.co.uk/schools/gcsebitesize/business/aims	BBC Bitesize: Business Studies – Aims and Organisation
www.bbc.co.uk/schools/gcsebitesize/business/environment	BBC Bitesize: Business Studies – Environment
www.bbc.co.uk/schools/gcsebitesize/business/people/motivationrev1.shtml	BBC Bitesize: Business Studies – Motivation
www.bized.co.uk/current/pbl/2006_07/050207links.htm	Biz/ed: Problem Based Learning
www.direct.gov.uk/en/Employment/index.htm	DirectGov – Employment information
www.enterprise-education.org.uk/home.php?mod=teachers	Enterprise Education Trust: Teachers
www.nebpn.org	Institute for Education Business Excellence
www.businesslink.gov.uk/bdotg/action/layer?topicId=1073858787&rlc=en&r.s=tl	Practical advice for business
www.worksmart.org.uk/rights	WorkSmart: health and safety law

Unit 31: Working Practices and Environments

Unit code:	L/600/3173
QCF Level:	1
Credit value:	1

Unit aim

The purpose of this unit is to help learners to understand about differences in working practices and environments. Learners will consider how this understanding influences their career development.

Unit introduction

An understanding of different working practices and environments is important in helping young people who are embarking on the world of work and making decisions about their future careers.

This unit explores some of the factors that need to be considered in different work environments including health and safety, security and communication methods.

In the first part of the unit, learners explore jobs in different work environments. Learners investigate working practices in different work environments and consider why they are different.

In the second part of the unit, learners consider hazards in different work environments and investigate ways hazards are minimised. Learners at this level will apply this to a variety of practical situations.

To complete the unit, learners are required to relate their knowledge about working practices in different work environments to their own learning and career development. At this level learners will be encouraged to demonstrate how this knowledge may affect their future decision making for their own careers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about work environments and working practices	1.1 Describe jobs in different work environments 1.2 Describe working practices in different work environments 1.3 State why working practices differ
2 Understand hazards in the workplace	2.1 Explain hazards in different work environments 2.2 Discuss how hazards are minimised in the workplace
3 Be able to relate knowledge about work environments and working practices to own learning and career development	3.1 Select a preferred work environment 3.2 Report on why the chosen work environment is preferred.

Unit content

1 Know about work environments and working practices

Jobs in different work environments: indoor environments eg office, shop, hospital, school, factory, hotel restaurant; outdoors eg land based, construction industry, public services eg police service, fire service, ambulance, armed forces

Conditions in work environments: variety of conditions eg consider stationary and moving, number of staff, degree of physical comfort, safety, working alone, working in a team, working with the public

Working practices: consider practices for eg health and safety, communications and meetings, reporting lines, security of staff, assets and premises, storage of goods and materials

2 Understand hazards in the workplace

Hazards: related to different work environments eg lifting and carrying, slipping and tripping, dust and fume exposure, skin contact with chemicals

Minimising hazards: employers' responsibilities in law eg Health and Safety at Work Act 1974, to provide safety equipment, to provide training, to assess risk, employees' responsibilities eg to follow policies and rules, to use protective equipment, to use safety equipment, to identify hazards

3 Be able to relate knowledge about work environments and working practices to own learning and career development

Relate: relevant to preferred work environments eg success in work experience, show how knowledge leads to a more informed career decision; improved class work eg greater contributions to discussion, deeper understanding evidenced in completed assignments; increased self confidence

Essential guidance for tutors

Delivery

The practical nature of the subject matter of this unit lends itself to a variety of different delivery styles. Ideally learners could be taken on a group visit to a local workplace that offers a variety of working environments, such as a local manufacturer where learners could speak to the staff in the offices, the factory and the transport depot.

There should be a proper briefing beforehand, ensuring learners are clear about what they are seeking to find out and learn. The experience could provide an excellent foundation for most of the learning this unit requires, especially learning outcome 1.

Alternatively, the workplace could be brought to learners through watching videos and reading case studies of the typical day of a particular worker. Guest speakers from a variety of different occupations could also be invited to come and speak to the group preferably bringing with them pictures or videos and other aids such as sample products, to bring their talk alive.

Learners can be encouraged to speak with their relatives and friends who are employees to extend their knowledge and understanding. Some learners may also have part-time jobs and can share their own knowledge and understanding. Learners who have had work placements could make valuable contributions too.

For learning outcome 2 concerning hazards in the workplace, students have access to a wide array of information on health and safety on the internet. There are also many text books covering the subject.

A member of staff responsible for health and safety, from the tutor's own workplace, could also add more to the subject and it would be helpful for learners to consider the hazards in their own working environment and see how the risks are minimised.

For learning outcome 3, learners will need the opportunity to reflect upon their learning. Paired work may help here so that each learner can draw out, through questioning the other, what their preferred work environment is and the reasons for it. Prepared questions may be a useful aid here. The pairs could then feedback to the group.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit.</p> <p>Small groups: divide groups up according to who might have work experience. Encourage discussion around different types of jobs in different work environments – draw on friends and family, eg medical, retail, outdoor, manufacturing etc.</p> <p>Get groups to produce a flip chart with a range of examples of different work environments and practices – and share these with whole group.</p> <p>Tutor-led session summarising main points, ensuring a range is given, and discussing why practices differ, which can lead into hazards in the workplace.</p> <p>Using examples already given, learners need to identify a range of hazards attached to the different work environments.</p> <p>Capture responses on flip charts, ensuring a range of examples are given.</p> <p>Individual work or assessment activity: record examples of hazards and how they are minimised in the workplace.</p>
<p>Paired work: discuss the different options open to each learner and individual preferences for working.</p> <p>Feed back to whole group – identify similarities – group together to explore learning and career development. This should involve research and visits to careers libraries, etc.</p> <p>A careers guidance professional could run session on options focussing on the working environment eg office based, outdoor working, mechanics, hospital, school, nursery, horticulture, etc.</p> <p>Individual work or assessment activity: learners need to identify at least two preferred work environments and report back on why they have chosen these. This information then needs to be recorded, either in a career plan or in a form for tutor feedback.</p>
Assessment feedback, review and evaluation of unit.

Assessment

Evidence produced for assessment may be written or oral and recorded, unless stated otherwise in the assessment criteria.

For assessment criterion 1.1 learners must give at least two jobs in different work environments and they must describe briefly the work environment and what those jobs entail.

For 1.2 learners must give examples of at least two working practices in two different work environments and they must describe briefly the working practice and environment they have chosen.

For 1.3 learners must explain why working practices differ. Learners can be guided by the tutor as to the sort of factors to consider (such as physical size of the organisation, number of staff, complexity of the subject matter, availability of modern technology, etc).

Learners must put their knowledge in their own words and their explanation must be clear enough to show a reasonable understanding.

For assessment criterion 2.1 learners must give examples of at least two hazards in three different work environments.

For 2.2 learners need to state how hazards are minimised in the workplace. Learners need to refer to the involvement of employers and employees. Sufficient detail must be provided to show awareness of some of the main statutory duties.

To meet assessment criterion 3.1 learners must select a preferred work environment. This can be from any environment and is not restricted to those that have been studied.

For 3.2 learners need to give at least two reasons why the chosen work environment is preferred.

Essential resources

Learners will need access to a variety of resources such as computers (for website information, videos and case studies), text books, and ideally access to workplaces, employers and employees. Also audio recording equipment may be needed for recording assessment evidence.

Websites

www.adviceguide.org.uk/index/e_accidents_at_work.pdf	Adviceguide: Accidents at Work PDF
www.adviceguide.org.uk/index/life/employment/basic_rights_at_work.htm#Health_and_safety	Adviceguide: Health and safety
www.careerssoft.co.uk/About_Us/Job_videos/Firefighter_example.aspx	CareerSoft: Examples from 'Firefighter' in CareerSoft's Job Explorer Database
www.e-skills.com/Careers/Job-roles/2034	e-skills UK: IT careers videos
jobs.guardian.co.uk/videos/200791/-1	Guardian Jobs: What it's like to work as...
www.hse.gov.uk/workers	Health and Safety Executive
www.kent.gov.uk/jobs-and-careers/jobs/what-we-do/career-case-studies	Kent County Council
www.worksmart.org.uk/rights/health_and_safety	WorkSmart

Unit 32: Self Development for your Career

Unit code: R/600/3174

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is for the learner to set goals for self development, having explored their skills and achievements. Learners will consider how stereotyped and misrepresented images and other external influences can impact on decision making for careers.

Unit introduction

Self-development for career planning requires realistic self-assessment of achievements, qualities, aptitudes and abilities. It is also important for learners to consider how decision making is affected by stereotypical and misrepresented views. Personal attitudes and values also have a bearing on goal setting and will affect career choices and require examination.

At this level it is likely that learners will need support in exploring personal attitudes and values. Learners are guided to consider how such influences affect them and how to build self confidence and develop a positive self image.

The first part of the unit requires learners to undertake an assessment of their achievements, qualities, aptitudes and abilities and consider areas for self development and ways they can build self confidence and develop a positive self image.

In the second part of the unit learners are encouraged to consider how stereotyped and misrepresented images can affect decision making.

The third part encourages learners to explore ways that their own attitudes affect personal goal setting.

Taking this knowledge and understanding into account learners are required to set short and medium term goals for progress and self-development in the fourth part of the unit.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Be able to carry out self-assessment of achievements, qualities, aptitudes and abilities	1.1 Review own achievements, qualities, aptitudes and abilities 1.2 Identify areas for self-development 1.3 Describe how to build self confidence and develop a positive self image
2 Understand how stereotyped and misrepresented images of people, careers and work affect decision making	2.1 Explain stereotyped and misrepresented images of people, careers and work. 2.2 Explain how own views on images of people, careers and work impact on own decision making
3 Understand how own attitudes and values affect goal setting	3.1 Explain influences on own attitudes and values in relation to goal setting
4 Be able to set goals for own progress and achievement	4.1 Set short and medium-term goals for self-development.

Unit content

1 Be able to carry out self-assessment of achievements, qualities and aptitudes and abilities

Achievements, qualities, aptitudes and abilities: achievements eg qualifications achieved; qualities eg organised, good listener; aptitudes eg creative; abilities eg ICT skills; consider all aspects of life eg academic accomplishments, employment, voluntary work, sport, music, fitness, relationships, household duties, activities with friends, arts and crafts

Areas for self development: in relation to self assessment eg time keeping, organising, tidiness, following through on ideas and commitments made, planning ahead

Ways to build self confidence and develop a positive self image: in relation to self-assessment eg ask others for positive feedback, focus on achievements, develop awareness of negative self talk and replace with positive, keep positive messages posted in surroundings, spend time with people who see, value and show respect

2 Understand how stereotyped and misrepresented images of people, careers and work affect decision making

Stereotyped and misrepresented images: consider media eg newspapers, radio, TV, music; consider medium eg daily news, marketing and advertising products and services, film and entertainment; influence of others eg family, peers

Effects on decision making: positive effects eg desire to emulate, enthusiasm; negative effects eg gender bias, rejection, distaste, prejudice

3 Understand how own attitudes and values affect goal setting

Influences on own attitudes and values: range of influences eg films, TV programmes, advertising, relatives, teachers, peers, friends, local community

Effects on goal setting: positive effects eg belief in ability to succeed, ability to overcome set-backs; negative eg lack of self-belief, inability to overcome prejudices

4 Be able to set goals for own progress and achievement

Goals for self development: goals relevant to self-assessment eg influences on attitudes and values, challenges to stereotypical views eg increasing contact with positive influences, improving self image, joining a club or taking part in a new activity, making new friends

Essential guidance for tutors

Delivery

The focus of this unit is to help learners to set goals for self development for their lifelong progression through learning and work. Realistic self-appraisal is essential to this process. Learning experiences which enable learners to feel positive, believe that they can have a career and pursue realistically high aspirations require an environment that respects individual thoughts, feelings and perceptions. Establishing ground rules for self-disclosure by learners will contribute to a positive learning environment. Appropriate delivery methods include didactic, active and participative, and experiential learning approaches. Learners could be provided with time to study through supported or independent learning using ICT.

At the start of the unit, learners could be provided with a Progress File or personal development file to record the activities in the unit.

A brain shower of the achievements, skills, qualities and aptitudes of successful people could be used to introduce learning outcome 1. Learners could be asked to consider people they know, famous people, characters from fiction, historical characters or celebrities. A tutor-led discussion could follow about the need to reflect on personal achievements, skills, qualities and aptitudes in order to improve learning and achievement and clarify career goals.

The tutor could lead a discussion about the way that listing positive achievements can help to overcome negative thoughts and feelings. This will help learners to understand how to build self confidence and develop a positive self-image during the process of self-assessment. Learners could then analyse their own achievements, skills, qualities and aptitudes and record them on a spider diagram. The diagram should have the learners name at the centre, with the 'legs' representing the characteristics identified in the brainstorm.

Learners are asked to consider each characteristic in relation to themselves and write a brief statement which provides evidence for each eg time keeping – 'I have been on time to most of my lessons this term'. Learners could be asked to give themselves a grade out of 10 for each characteristic. A guest speaker such as a sports psychologist could be invited to speak to the learners about the importance of keeping positive for success.

For learning outcome 2 learners could be asked to draw lines dividing a sheet of paper into four. The learners are asked to draw four cartoons representing a scientist, an early years worker, an engineer and a doctor in each segment. The learners are given only two minutes to complete this task. Learners discuss with a partner the images they have drawn with regard to the genders represented. A tutor-led discussion could explore reasons why stereotyped images persist.

Learners could work in groups to research images in the media which demonstrate stereotyped and misrepresented images of people, careers and work and share their findings with the group. Other ways individuals are influenced could be explored through analysis of case studies that include positive and negative influences.

To introduce learning outcome 3 learners need to be introduced to the concept of goal setting. Learners could be asked to write down their eventual goals in terms of their career and lifestyle and indicate the steps they need to reach the goal. This may be as a chart or mind map. Tutor-led discussion could help learners to identify the difference between long, medium and short-term goals, which they could indicate on their own chart.

Learners, working individually, could be given cards with the attitudes and values which affect goal setting such as desire for success, wish for adventure, wish to help others, work-life balance etc, and asked to place them in the order of importance to them. Learners could be invited to share their results with the group and explain what influenced them to put them in that order.

For learning outcome 4, learners could work in pairs and review the goal setting mind map/chart they have produced. Learners in year 9 need to consider option choices in relation to their goal setting.

Learners could use an action plan template www.connexions-direct.com/whichwaynow/ConfirmYourChoices/ActionPlan/ to finalise option choices for Years 10 and 11.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit.</p> <p>Brainstorm achievements, skills, qualities and aptitudes of successful people.</p> <p>Tutor-led discussion: need to reflect on personal achievements, skills, qualities and aptitudes in order to improve learning and achievement and clarify career goals.</p> <p>Group discussion: Tutor could pose the question ‘Can listing positive achievements can help to overcome negative thoughts and feelings?’</p> <p>Individual work: spider diagram of own achievements, skills, qualities and aptitudes, justified and scored out of 10.</p> <p>Guest speaker: sports psychologist to speak about the importance of keeping positive for success.</p> <p>Individual work/assessment activity: record review of own achievements, qualities, aptitudes and abilities, areas for self development and examples of how to build self confidence and develop a positive self image.</p>
<p>Learners draw cartoons depicting a scientist, an early years worker, an engineer and a doctor. Learners discuss their images with regard to gender stereotyping. A tutor-led discussion could explore reasons why stereotyped images persist.</p> <p>Group research into images in the media which demonstrate stereotyped and misrepresented images of people careers and work and share their findings with the group.</p> <p>Paired work: analysis of case studies to explore other ways individuals are influenced positively and negatively.</p> <p>Individual work/assessment activity: record stereotyped and misrepresented images of people, careers and work and how own views on images of people, careers and work impact on own decision making.</p>
<p>Activity: goal-setting – learners write down career and lifestyle goal and steps needed to reach goals using a mind map.</p> <p>Tutor-led discussion about long, medium and short-term goals.</p> <p>Learners record long medium and short-term goals on mind map.</p> <p>Activity: Individual work – card sorting attitudes and values which affect goal setting in order of importance. Learners share results with group and discuss what influenced them.</p> <p>Individual work/assessment activity – record influences on own attitudes and values in relation to goal setting.</p>
<p>Paired work: peer review of goal setting.</p> <p>Individual work: complete an action plan.</p> <p>Individual work/assessment activity: record short and medium-term goals for self development.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

All the evidence for this unit can be included in a learners Progress File or personal development file.

Assessment criteria 1.1 and 1.2 can be combined into one assessment task.

For 1.1 learners must include an assessment of their own achievements, skills, qualities and aptitudes. This may be presented using a prepared template, as a chart or mind map. Alternative methods of evidence may be used.

Assessment criterion 1.2 requires the learner to indicate at least two different areas for their self development.

For 1.3 the learner needs to give a brief outline of two different ways to develop self confidence and positive self image when carrying out self assessments.

Assessment criterion 2.1 requires the learner to give a brief description of at least two different stereotyped or misrepresented images of people carers and work. Illustrations or examples may be may be given to support the response.

For 2.2 the learner needs to give a brief account of how their own decisions about work and careers have been influenced by images of people in careers and work. The learner may include positive and negative influences.

Assessment criterion 3.1 requires the learner to give brief information about at least two attitudes and values which affect their goal setting.

For 4.1 the learner needs to include brief information about at least two short-term and two medium-term goals for their own progress and achievement.

Evidence maybe produced in the form of an action plan. Alternative forms of evidence may be used.

Websites

www.connexions-direct.com/whichwaynow/confirmyourchoices/actionplan	Action Plan template
careersadvice.direct.gov.uk/helpwithyourcareer/skills	Skills and interests assessment online
www.teachers.tv/video/browser/857	Teachers TV videos
www.skillsactive.com/resources/teacher-resources	Teaching resources for careers at Key Stage 3 from SkillsActive – lesson plans, activities
www.cascaid.co.uk	Website for Kudos, career matching on line resource

Unit 33: Exploring Career Choices

Unit code: Y/600/3175

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to increase learners understanding of the skills required in the changing world of work. Learners will research careers and identify options open to them.

Unit introduction

This unit encourages learners to look at how the world of work is changing and the range of skills needed for employability.

Learners are directed to research information from a variety of sources to help identify and sort careers information relevant to their needs.

The first and second part of this unit require learners to explore what work is, what work people do and attitudes towards it.

Learners also examine employment trends and learning opportunities associated with them, and how the world of work is changing.

In the third part of the unit learners research possible careers using a variety of sources and select different career options.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the value individuals and society attach to different kinds of work	1.1 Define the value of work for individuals and society 1.2 Describe attitudes of people to work
2 Understand the skills that promote employability in a changing world of work	2.1 Explain how the world of work is changing 2.2 Explain skills needed for employability
3 Be able to research careers information to identify own options	3.1 Plan own career using information from different sources 3.2 Organise information about work into standard and personally-devised groupings using appropriate vocabulary 3.3 Give examples of different career options.

Unit content

1 Know the value individuals and society attach to different kinds of work

Work: consider types eg part-time, full time, agency work, voluntary work, work experience, work shadowing; industry/sector eg hospitality, manufacturing, health, education, agriculture; job title affects value eg cleaner; engineer, scientist, manager, secretary, fire-fighter

Attitudes to work: individual attitudes eg need to earn money to support family, desire to achieve promotion, work-life balance, desire for status; attitudes of society eg high value placed on professions such as medicine and law, low value placed on menial work

2 Understand the skills that promote employability in a changing world of work

Changing world of work: changes eg increasing use of technology eg video conferencing, more work for less pay attitudes, fewer full-time permanent roles, increasing flexibility with work patterns eg home-working, lifelong learning expected, increased globalisation

Employability skills: new skills eg computer knowledge, foreign language; attitudes eg flexibility, adaptability, willingness to learn new skills

3 Be able to research careers information to identify own options

Sources of careers information: types eg prospectuses, websites, careers skills and interest assessments, job profiles, articles in magazines, trade and professional journals, newspapers, advice from careers adviser, friends and relatives, employment agencies, information from sector skills councils and regulatory bodies

Organise careers information: different groupings eg according to occupation, geographical areas, according to qualification/skill level

Vocabulary used in different jobs and workplaces: general eg client, customer, service user, end user, patient, resident; specific eg legal vocabulary such as plaintiff, defendant, applicant, respondent; technical and job specific skills and language

Career options: range eg school or college learning eg GCSE options, A Level, Edexcel, Diploma and Higher Education; work-based learning eg apprenticeships; employment with training

Essential guidance for tutors

Delivery

Tutors will need to be creative in the delivery of this unit to recognise and build on the individual perceptions of learners. Learning experiences which allow considerable amounts of reflective thinking and the challenging of narrow assumptions within an environment that respects individual thoughts, feelings and perceptions will be most effective in helping learners to develop their breadth of thinking about themselves and their future career.

Delivery methods could include learner-centred tasks such as group work research tasks and learner-led presentations using case studies, simulations, positive visualisation exercises, film and media clips. Additional Learning resources can include guest speakers, visits and interactive websites.

Learning outcome 1 could be introduced by asking learners to write down a definition of work. Learners share their ideas with a partner and refine their definitions. The tutor could select learners to share their definition with the class and lead a discussion on the range of meanings possible. A brainstorm could be used to identify terms which are used in relation to work, eg part-time, agency.

Learners could work in groups to match images/illustrations of different work activities in different ways. Ways could include: paid and unpaid work, work roles where strong gender stereotypes exist, jobs in rural communities. A discussion can follow each card sort on the issues raised. Learners could be encouraged to form a glossary of definitions of the terms used. Video clips of soap operas can be used to generate discussion. Follow up discussion could focus on the social values placed on different job roles. The tutor could pose the question ‘Why are some jobs with high social value associated with low economic status and reward?’ to stimulate discussion.

Learners could review clippings from newspapers, magazines about issues surrounding the benefits of work eg surveys of income and wealth, successful lifestyles, injuries at work, harassment. Tutor led discussion could focus on the benefits and drawbacks of work and issues raised.

Learners could work in groups to devise a questionnaire to use to interview adults about the different kinds of work they have experienced, how they balance their work with other main life roles, eg as a parent, partner, son/daughter and what they enjoy about their work. Learners could use their questionnaire to interview different adults. Learners could work as a group to collate the results of their questionnaires to identify different attitudes to work.

To introduce learning outcome 2, the tutor could provide learners with local and national information about employment trends. Learners could work in groups to explore reasons for the trends. Learners could be provided with studies of young people with different career aims. Learners could work in groups to consider what could happen to the career plans of these individuals in view of the changing world of work. Learners could be provided with cards stating different skills and attitudes which employers are looking for. Learners could work in groups to think about their relative merits and rank the skills and attitudes in order of importance to stimulate discussion. A tutor led discussion could focus on their importance of developing of these transferable employability skills and qualities.

Learning outcome 3 could be introduced with a quiz to assess learners' knowledge of different sources of careers information. Sources of information could be written on post it labels and learners could work in pairs to sort the sources in order from the least direct and most generalised to the most direct and most personalised. Ask learners to work in pairs to decide what makes a good careers resource, eg is it attractive, up to date, easy to extract the information. Learners could draw up a checklist. Tutors could provide learners with examples of career information and working in groups they could use their checklist to analyse the effectiveness of the resources.

Learners could be provided with a format to record and organise information they collect about careers. A useful format is using the mnemonic SPEEDCOP to include: Surroundings: where would individuals do the job, what's the environment like? Prospects: where might this job lead in terms of promotion, further qualifications, chance to change jobs later? Entry and training: what would individuals need in the way of qualifications, training skills and experience? Effects: how might this job affect an individual's lifestyle (health relationships, leisure time)? Description: what tasks would an individual have to do? Conditions: what would be the likely terms of employment eg pay, hours, holidays. Organisation: in what sort of organisations is this job found? People: who would individuals work with, report to and meet in the course of this job?

Learners could conduct individual research, supported by the tutor to identify different career options. Learners in year 9 would benefit from access to the Connexions website www.connexions-direct.com/whichwaynow/ to explore options.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit.</p> <p>Learners write down a definition of work. Work with partner to refine definitions. Share definitions with tutor. Tutor-led discussion about the range of meanings.</p> <p>Brainstorm terms used in relation to work.</p> <p>Activity: group card matching images/photos of different work activities in different ways, eg paid and unpaid work, work roles where strong gender stereotypes exist, jobs in rural communities etc. Tutor-led discussion following each card sort on the issues raised.</p> <p>Individual work/assessment activity: learners produce a glossary of definitions of terms used.</p> <p>Watch video clips of soap operas followed by tutor-led discussion about the social values placed on different job roles. Debate: Why are some jobs with high social value associated with low economic status and reward?</p> <p>Learners review clippings from the media about issues surrounding the benefits of work to stimulate discussion about the benefits and drawbacks of work.</p> <p>Group work to devise a questionnaire to use to interview adults. Learners undertake interviews. Collate findings from questionnaire as a group.</p> <p>Individual work/assessment activity: record definition of work and people's attitudes to work.</p>
<p>Learners work in groups to analyse trends in local and national employment and draw conclusions.</p> <p>Paired work: case studies of young people with different career aims to consider what could happen to the career plans in view of the changing world of work.</p> <p>Learners asked to reflect on how own career plans may be affected by the changing world of work.</p> <p>Group activity: ranking skills for employability into order of importance. Tutor-led discussion about the importance of developing transferable skills for employability.</p> <p>Individual work/assessment activity: record examples of how the world of work is changing and the key skills needed for employability.</p>
<p>Quiz to assess learners, knowledge of sources of information for careers.</p> <p>Group activity sorting information sources into generalised and direct and personalised.</p> <p>What makes a good career resource? Learners draw up a checklist and use it to analyse effectiveness of examples of careers information.</p> <p>Learners provided with SPEEDCOP format to organise and record information about careers. Discussion about meaning of mnemonic.</p> <p>Tutor-supported individual careers research.</p> <p>Individual work/assessment activity: record information for own career from different sources into standard and personally – devised groupings using appropriate vocabulary and give examples of different career options.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet assessment criterion 1.1 the learner needs to give a brief clear definition of work which includes reference to paid and unpaid work.

For 1.2 the learner must include information about how people feel about work. The evidence for this criterion may be the results of interviews with different adults about their attitudes to work. Alternative methods of evidence may be used.

For 2.1, the learner needs to include at least two illustrations of ways the world of work is changing.

To meet criterion 2.2 the learner must give detail about at least two skills that are important for employment. Examples may be given to support the description.

Assessment criteria 3.1, 3.2 and 3.3 may be combined into one assessment task and be presented as a folder which includes the required evidence.

For 3.1 the learner needs to include evidence of own research for careers information from at least two different sources. This may include information from websites, evidence of a careers or skills assessment, prospectuses, articles from journals, evidence of interviews with a careers adviser or tutor. Evidence from other sources may be included.

3.2 and 3.3 requires the learner to include information about at least two different career options. Information needs to be presented in a consistent, logical format using appropriate language, eg using the correct vocabulary; used in the jobs, to identify qualifications. A prepared template such as SPEEDCOP may be used to present the information.

Indicative reading

Hodgson S – *A-Z of Careers and Jobs, 15th Edition* (Kogan Page, 2008)
ISBN 139780749452551

Websites

www.bbc.co.uk/schools/studentlife/careersandchoices/dreamjobs.shtml	BBC dream jobs
www.connexions-direct.com/Jobs4u	Careers database
careersadvice.direct.gov.uk	Government website
www.careerssoft.co.uk/Teaching_resources/Job_Explorer_Database/Career_exploration	Resources for teaching
www.connexions-direct.com/whichwaynow	Choosing options in Year 9
www.teachers.tv/video/browser/857	Teachers TV
www.skillsactive.com/resources/teacher-resources	SkillsActive
www.realgame.co.uk	The Real Game supports delivery of CEG, Citizenship and PSHE and Enterprise education
www.careersa-z.co.uk/type0.asp	UK careers website

Unit 34: Career Management

Unit code: D/600/3176

QCF Level: 1

Credit value: 1

Unit aim

This unit aims to encourage learners to make informed decisions about their career using help and advice from a variety of sources, explore what career management involves and to begin the process for themselves.

Unit introduction

Very few people consciously manage their careers. Encouraging learners to begin thinking about what they might want from a career early on can only improve their chances in achieving their career aims. A structured approach to a career can help avoid haphazard and random working, shaped by impulsive desires, or the offer of a job. It is important to understand the need to make adjustments to career plans and the implication of change to overall career aims.

This unit is designed to encourage learners to make informed decisions about their career using help and advice from a variety of sources, explore what career management involves and to begin the process for themselves.

In the first part learners are asked to use a decision-making tool to identify career choices. Using a variety of information sources and advice learners are encouraged to make a realistic career plan which considers different options available to them post-14. Learners prepare personal information for a guidance interview.

The second part requires learners to think about the possibilities of change and transition in a career and how to manage that process.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Be able to plan for a career	1.1 Use decision-making models to identify a career 1.2 Present career options available 1.3 Identify help and advice used from different sources to make career choices 1.4 Present personal information for a guidance interview
2 Understand managing change to career plans	2.1 Explain why changes may be made to career plans 2.2 Explain implications of changes to career plans.

Unit content

1 Be able to plan for a career

Models for decision making: options eg SWOT analysis, skills audit, pros and cons

Sources of help and advice: range of sources eg parents, carers, teachers, Connexions, tutors, work experience supervisors, prospectuses, websites, careers skills and interest assessments, job profiles, articles in magazines, trade and professional journals, newspapers, employment agencies, information from sector skills councils and regulatory bodies

Options: linked to career ideas and goals eg GCSE options, Diploma, BTEC course; progression to post 16 eg A Level, BTEC, Diploma, work-based learning, apprenticeships

Presentation of personal information: presentation eg accurate, correct spelling, clear, succinct, word processed, include career options, academic achievements, relevant experience, work experience, interests

2 Understand managing change to career plans

Reasons for changes to career plans: range of reasons eg academic success and able to gain place on different course, academic failure and need to retake GCSE, change in personal circumstances, new experiences affecting decisions, changes made to training requirements

Implications of changes to career plan: impact eg may take longer to achieve aims, need to review action plan, may need to seek advice, may need to re-plan career options, need to consider long-term implications

Essential guidance for tutors

Delivery

The focus of this unit is to enable learners to plan for their own career. Presentations, interviews, case studies and visiting speakers which draw on real-life scenarios would be appropriate delivery methods. Learners will be undertaking research during this unit supported by one-to-one tutorials.

Learners could record the activities in the unit in a Progress File or personal development file.

The tutor could introduce learning outcome 1 by outlining the steps required in decision making and discuss reasons for taking each of the steps. The tutor could demonstrate how to use two decision making models, eg a simple pros and cons model, a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).

Learners could work in groups to reach a decision about a given scenario eg the choice of the venue for a class trip using one of the decision-making models. Groups discuss their experiences of using the models with the whole group. Was the model helpful? Were there any difficulties? Could this model be used by an individual to make decisions about their career? Learners select a model that they will use to identify their career choice.

A brainstorm would help learners to identify the sources of help and advice available to them to make career choices. Learners could then begin individual research using a decision making model and different sources of help and advice. Learners could use the Which Way Now guidance from Connexions to support them through this process www.connexions-direct.com/whichwaynow/. Templates can be presented to learners to help them record the evidence of their research. Learners could also be supported with one-to-one tutorials.

A guest speaker from Connexions could be invited to speak to the learners about the purpose of guidance interviews and how to prepare for the interview. Learners could work individually to prepare a short statement or complete a template to include relevant personal information about themselves eg activities, interests and achievements which could be used in a guidance interview.

To introduce learning outcome 2 learners could be presented with case studies to analyse different reasons why career plans may change eg work experience which changed perceptions about a career, academic success or failure, changing entry requirements for a course. A guest speaker could be invited to speak about how they managed their career. Tutor-led discussion would help learners to appreciate the effect of changes on career plans and the need for career plans to be reviewed regularly.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit.</p> <p>Tutor input: decision making steps – tutor led discussion about the reasons for taking each of the steps. Demonstration of how to use decision-making tools.</p> <p>Activity: group work – making a decision about a group outing using one of the tools. Group discussion about usefulness of models and how to apply model to making career decisions.</p> <p>Activity: brainstorm sources of help and advice for making career choices.</p> <p>Activity: individual research using a range of sources including internet.</p> <p>Guest speaker: careers adviser from Connexions to speak about the purpose of guidance interviews and how to prepare.</p> <p>One-to-one tutorials.</p> <p>Individual work/assessment activity – use a decision model to identify career options available post-14 help, record advice used from different sources and personal information for a guidance interview.</p>
<p>Activity: group work – analysis of case studies to recognise reasons why career plans may change.</p> <p>Guest speaker to speak about ways they managed their career.</p> <p>Tutor-led discussion about the effects of changes on career plans and the need to regularly review plans.</p> <p>Individual work/assessment activity – record changes that may be needed to career plans and implications of changes to career plans.</p>
Assessment feedback, review and evaluation of unit.

Assessment

The evidence for assessment criteria 1.1, 1.2, 1.3, and 1.4 can be combined into one assessment task and included in the learner's Progress File or personal development file.

For assessment criterion 1.1 the learners must use one simple decision-making model to demonstrate how they reached a decision about their career choice. A template may be used.

Assessment criterion 1.2 requires the learner to include information about at least one career idea for them and the choices to make at Key Stage 3 or 4 linked to their career goal.

For 1.3 the learner must include evidence of using at least two different sources of help and advice in making their career choices. This may include information downloaded from websites, prospectuses, or evidence of interviews/tutorials.

Assessment criterion 1.4 requires the learner to include personal information about their activities, interests and achievements to use in a careers guidance interview. This may be presented using a template or as a short personal statement.

For 2.1 the learner must give three reasons why changes may be needed to career plans. The explanations may be related to their own career plans or based on responses to case studies. Alternative methods of providing evidence may be used.

Assessment criterion 2.2 requires the learner to give at least two examples of what may happen if career plans need to be changed. Responses may refer to their own career plans or case studies.

Indicative resource material

Hodgson S – *A-Z of Careers and Jobs, 15th Edition* (Kogan Page, 2008)
ISBN 139780749452551

Websites

www.bbc.co.uk/schools/studentlife/careersandchoices/dreamjobs.shtml	BBC dream jobs database
www.connexions-direct.com/Jobs4u	Careers database
mindtools.com/pages/main/newMN_TED.htm	Decision making models
www.businessballs.com/problemsolving.htm	Decision making models
careersadvice.direct.gov.uk	Government website
www.careerssoft.co.uk/Teaching_resources/Job_Explorer_Database/Career_exploration	Resources for teaching, Job explorer data base
www.connexions-direct.com/whichwaynow	Choosing options in Year 9
www.teachers.tv/video/browser/857	Teachers TV videos
www.skillsactive.com/resources/teacher-resources	SkillsActive – lesson plans, activities, careers website database
www.careersa-z.co.uk/type0.asp	UK careers website

Unit 35: Planning an Enterprise Activity

Unit code: F/501/5942

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is for learners to develop an understanding of how to set up an enterprise activity to sell a product or service, including calculating the costs and responsibilities involved.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership.

Learners will also consider the skills required for the enterprise activity and how to promote the activity.

In the first part of this unit learners are expected to analyse the strengths and weaknesses of an enterprising idea. This also requires an assessment of the practical and personal skills needed to carry out the enterprise activity.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know how to select a suitable enterprise activity	1.1 Describe the strengths and weaknesses of generated ideas for an enterprise activity
2 Know appropriate roles and skills required for the enterprise activity	2.1 List roles and the practical and personal skills required for the enterprise activity
3 Understand the costs involved in producing and selling a product or service	3.1 Use basic calculations to show the cost of items and processes related to producing and selling the product or service 3.2 Use basic calculations to show the final pricing of the product or service
4 Know appropriate promotional techniques	4.1 Provide appropriate promotional materials and methods for promoting the product or service.

Unit content

1 Know how to select a suitable enterprise activity

Strengths and weaknesses of enterprise activity ideas: availability and cost of resources eg human and financial resources, materials, facilities, equipment, timescales, specific skills and knowledge required, potential demand for product or service, potential competition

2 Know appropriate roles and skills required for the enterprise activity

Roles required: different roles eg planner, salesperson, manufacturer, administrator, financial controller

Practical and personal skills required: range of skills eg planning skills, budgeting and financial skills, manufacturing skills, communication, confidence, knowledge of product or service, customer service skills, promotional and selling skills

3 Understand the costs involved in producing and selling a product or service

Production costs: types eg ingredients, components, equipment, facilities, skills, time

Selling costs: types eg advertising printing of leaflets or flyers, facilities eg hire of stall at charity event or local market

Pricing of the product or service: types eg realistic pricing; covering costs and making a profit

4 Know appropriate promotional techniques

Promotional materials and methods: selection of relevant media for promotion eg poster, leaflet, flyer, launch event; using a logo or branding; using pricing strategies eg special introductory discount; conveying information about product or service in a way that is clear, accurate and attractive eg information about location, availability, contact information, features of product or service

Essential guidance for tutors

Delivery

This unit has been designed to make the key topics practically based wherever possible. Learners should be encouraged to gain an understanding in a highly applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale 'mini enterprise' activity. The activity can either be producing a product, eg greeting cards or gift wrap, or providing a service eg selling ice cream or washing cars. During the delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate discussion as to what is needed for a successful enterprise activity and through the discussion, ideas could be generated regarding different types of product and service. It is important to emphasise that the activity must be possible within the learner's current skills. These ideas could be explored individually or through group activity.

A question and answer session could occur to determine the strengths and weaknesses of different enterprise ideas. The advantages and disadvantages of ideas could also be explored through the form of a Dragons' Den type of presentation to a group, with peers commenting on the ideas.

Group discussion could be used to explore roles within an enterprise activity and the personal skills involved. Learners could also interview business people or consult entrepreneur websites for ideas on the kind of roles and skills needed for different types of enterprise activities.

In order for learners to understand the importance of promotional techniques and selling skills, it would be useful for them to watch clips of TV adverts and/or review advertising from a range of sources such as the internet, radio, newspapers and magazines. Point of sale advertising could be a useful resource which is also readily available. Specific information on selling skills could be gained from a range of services including books, internet and media articles. Personal skills in enterprise could be observed through TV documentaries on business start-ups and TV programmes such as Dragon's Den.

Learners could investigate costs on their chosen enterprise idea by active research via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small scale focus discussion), exploring what prices customers are prepared to pay for a product or service. Businesspeople could also be interviewed for advice on how to set a realistic profit margin.

To complete this unit, learners could explore and research a variety of advertising media and promotional events as they decide on appropriate promotional materials for their enterprise activity.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit.</p> <p>Group discussion about enterprise activities.</p> <p>Get small groups to identify enterprise activity which will be assessed through a Dragons' Den session.</p> <p>Groups to discuss ideas identifying strengths and weaknesses – record on flip charts.</p> <p>Individual work/assessment activity: participate in Dragons' Den. Describe enterprise activities and their strengths and weaknesses.</p>
<p>Tutor needs to consult with groups about enterprise activity.</p> <p>Small groups need to identify roles and skills required for enterprise.</p> <p>Individual work/assessment activity: list roles and skills required for enterprise activity.</p>
<p>Tutor needs to ensure groups understand about costing and promotion for enterprise.</p> <p>Small groups need to use basic calculations to show cost of items/services needed, as well as final price.</p> <p>Small groups need to make or provide promotional materials.</p> <p>Individual work/assessment activity: provide costs for enterprise as well as promotional materials.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

This unit can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical application.

For 1.1 the learner should be given the opportunity to discuss ideas for an enterprise activity before deciding on the strengths and weaknesses. This could be part of a group discussion with a tutor or an individual activity. The learner must identify more than one type of product or service before choosing one enterprise idea to pursue further in this unit. To achieve 1.1, the learner needs to identify at least one strength and one weakness in two enterprise ideas.

To achieve 2.1 the learner needs to identify the different key roles needed in their enterprise activity. These could include examples such as the role of researcher, promoter or salesperson and keeping financial records. Additionally, learners must be able to identify at least two skills that would be required in the enterprise activity.

To achieve 3.1 the learner needs to identify at least two costs involved in producing their product or service. This could be presented as a brief poster or written presentation.

To achieve 3.2, the learner is required to use basic calculations to show how their product or service will be priced for sale. This could be included as part of the poster presentation produced for 3.1. The level of calculations used and accuracy should be consistent with the functional skills for mathematics at Level 1.

For 4.1, the learner must produce some promotional material for their product or service such as a flyer or poster which contains key information. This information should include an accurate description of the product or service, logo or branding, price, location and availability of the product or service and/or contact information.

Essential resources

Learners will need access to appropriate internet and other research tools.

Websites

www.businesslink.gov.uk	Start up assistance organisation
www.enterpriseinschools.org.uk/enterpriseinschools/index.php	
www.enterprise-education.org.uk	Business and enterprise education charity
www.makeyourmark.org.uk	Small business mentoring service
www.speakeasydragons.com	Blended learning specialist
www.stridingout.co.uk	Young entrepreneur's organisation
www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation	Guidance and resources for implementing enterprise education in schools

Unit 36: Running an Enterprise Activity

Unit code: F/501/5939

QCF Level: 1

Credit value: 1

Unit aim

The aim of this unit is to provide learners with the opportunity to carry out an enterprise activity.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership.

Learners will demonstrate selling a product or service, taking into account the practical and personal skills required.

Learners will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance.

In the first part of the unit learners are expected to suggest how to increase the likelihood of success in an enterprise activity.

Following on from this learners need to be able to complete an enterprise activity.

Finally, learners need to be able to review the success of the enterprise activity.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know how to increase the likelihood of success in an enterprise activity	1.1 Describe features which would lead to the effective delivery of a chosen enterprise activity
2 Be able to complete an enterprise activity	2.1 Demonstrate selling a product or service, taking into account the practical and personal skills needed
3 Be able to review the success of the enterprise activity	3.1 Produce records to show the successes and failures of the enterprise activity.

Unit content

1 Know how to increase the likelihood of success in an enterprise activity

Features leading to effective delivery: features eg identify customers and what they want or need, conduct market research, estimate number of sales, plan tasks and timescales, allocate tasks and roles according to a plan, evaluate skills needed and who is best able to provide them

2 Be able to complete an enterprise activity

Selling a product using practical and personal skills: activities eg suitable product or service prepared, necessary components obtained, appropriate promotional materials produced and displayed, location prepared and enterprise activity set up, prices determined and displayed, sales and communication skills demonstrated, implementation and organisational skills demonstrated

3 Be able to review the success of the enterprise activity

Producing records: review eg cost of producing product or service, recording numbers of product or service sold, income before costs, profits/losses, evaluating success of enterprise activity in terms of number of sales and profit made/not made

Essential guidance for tutors

Delivery

This unit has been designed to make the key topics practically-based wherever possible. Learners should be encouraged to gain an understanding in a highly applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large scale 'mini enterprise' activity. It can either be producing a product eg greeting cards, baking biscuits, making sweets, making jewellery or providing a service eg selling ice cream or washing cars. During the delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with the unit 'Planning an Enterprise Activity' and 'Producing a Product'.

At this level, learners' activities will require them to carry out some multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate appropriate planning and preparation skills. Additionally, the learner will require the opportunity to show competency in organisational skills, and skills in reviewing the success (or failure) of the enterprise activity. A learner in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Learners are likely to require clear guidance from their tutor or line manager in thinking about how to run their enterprise activity, but should aim to operate with less supervision than at Entry 3. Regular feedback will promote steady progress in the development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of progress in order to identify the knowledge and skills that have been developed.

Learners might find it helpful to use group discussions to explore features that should ensure that their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets.

Group discussions may also be a useful way of helping learners understand the importance of consumer needs in influencing the success of an enterprise activity. Learners could also seek advice or opinions from visiting guest speakers or other business people about consumer demand and how the enterprise activity might meet consumers' needs.

Group discussions could be used to come up with a checklist of tasks needed to carry out the activity on the day(s) chosen. The list of tasks could also be produced as an individual piece of written work or as a PowerPoint presentation.

The learner's enterprise activity could be delivered as part of an 'enterprise activity day' using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could also take the form of a one-off small group activity or an individual enterprise activity.

Learners could seek guidance from record sheet templates that suggest the key financial information that will need to be recorded in order to evaluate the overall successes and/or failures of the enterprise activity. Learners could also seek advice from entrepreneurs or business people regarding which financial information to record and how to present it. They could also participate in a question and answer session with a visiting speaker.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested activities and/or assessment
<p>Introduction to unit – how to run a successful enterprise.</p> <p>Group discussion about the different enterprises and how to ensure success.</p> <p>Get small groups to prepare to run enterprise, ensuring close liaison with tutor.</p> <p>Individual work/assessment activity: describe feature which would lead to effective delivery of enterprise activity.</p>
<p>Tutor needs to supervise groups running enterprise activity.</p> <p>Small groups run enterprise activity.</p> <p>Individual work/assessment activity: demonstrate selling product or service and then record practical and personal skills needed.</p>
<p>Tutor leads de-brief after groups have run enterprise.</p> <p>Small groups review the success of enterprise activity: producing records to show what was achieved.</p> <p>Individual work/assessment activity: record results of review, attaching records to show the successes and failures of the enterprise activity.</p>
Assessment feedback, review and evaluation of unit.

Assessment

Assessment of this unit centres on the completion of an enterprise activity.

In order to achieve 1.1 the learner must be able to discuss key features leading to the success of a chosen enterprise activity. This could be provided, for example, in a written report, a brief presentation, video evidence or completion of a log or record sheet. The number of key features would depend on the nature of the enterprise activity, but typically the learner should be able to discuss at least three key features for success.

To achieve 2.1 the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service must have been adequately prepared, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner.

The prepared product or service may comprise something the learner has produced themselves (eg jewellery they have made themselves), or something produced by someone else (eg ice cream purchased by the learner and sold on a stall at a trade fair).

Photographic or video evidence could be used as well as a tutor witness statement.

For 3.1 some simple records need to be provided showing costs and revenue and a calculation of profit or loss made, providing a brief comment as to the reasons for success or failure of the enterprise activity.

Record sheets provided by a tutor may be used for this purpose.

Essential resources

Learners will need access to appropriate internet and other research tools.

Websites

www.businesslink.gov.uk	Young entrepreneur's organisation
www.enterprise-education.org.uk	Business and enterprise education charity
www.makeyourmark.org.uk	Start up assistance organisation
www.speakeasydragons.com	Speak Easy dragons
www.stridingout.co.uk	Small business mentoring service
www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation	Guidance and resources for implementing enterprise education in schools

Unit 37: Developing Personal Skills for Leadership

Unit code: **M/501/5869**

QCF Level: **Level 1**

Credit value: **2**

Unit abstract

The development of leadership skills is often an important or desirable aspect of employability. Whether using these skills formally as a manager or supervisor, or informally to lead a small group of people or to relay instructions to others, learners will benefit from being able to understand and develop these skills. This unit introduces the learner to the concept of leadership and its main features. Additionally, learners will gain a basic understanding of how to make decisions and give instructions to others as part of a leadership role. The ability to give and receive constructive feedback is another important aspect of leadership and is also introduced in this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know about the main features of leadership	1.1 Identify different types of leadership 1.2 Outline the main features of leadership
2 Understand how to make decisions	2.1 Identify a decision that needs to be made about a task or situation 2.2 Describe the step or steps needed to make the decision
3 Understand how to give instructions to members of a group	3.1 Identify the instructions needed for members of a group to carry out an aspect of their tasks or activities 3.2 Give instructions to group members
4 Understand how to give and receive feedback about a task or activity	4.1 Give examples of when they gave feedback about a task or activity to another group member 4.2 Give examples of when they received feedback about a task or activity from another group member

Unit content

1 Know about the main features of leadership

Types of leadership: leaders in the widest context eg prime minister, managing directors of large companies, managers of sports teams; familiar leaders who have formal responsibility for others eg head of school/college, tutor, line manager/supervisor, community leaders; informal leadership eg sports team captains, prefects/monitors, leaders of project teams, leaders of social groups

Main features of leadership: responsibility for others eg making sure other people carry out their tasks or meet goals; giving instructions eg allocating work to others, telling people what they need to do; giving and receiving feedback eg telling someone they have done something right or that they needed to do something differently, listening to the opinions of others; making decisions eg deciding on what the others need to do and how they should do it

2 Understand how to make decisions

Types of decisions to be made: eg making a decision in order to solve a problem, deciding on the best way of doing a task or activity, deciding which team member will do which activity

Steps needed to make a decision: eg consider talents, skills and interests of team members and match them to requirements of the assignment before allocating tasks to individual team members, consider all appropriate solutions before deciding on the best way to solve a problem

3 Understand how to give instructions to members of a group

Types of instructions: eg allocating tasks or work to team members, showing someone what they need to do to carry out a task or activity, telling someone what they need to do and how to do it, giving deadlines for tasks to be completed

Giving instructions to others: ensuring instructions are clear and correct; giving instructions via most appropriate method of communication eg written, verbal, a presentation; giving instructions in an appropriate way eg at correct time and in a polite manner

4 Understand how to give and receive feedback about a task or activity

Types of feedback: formal eg written reports, appraisal; informal eg verbal feedback to individuals, feedback to a team on performance of task

Essential guidance for tutors

Delivery

Learners might find it helpful to be introduced to what leadership means in a wide context. This could be done in a group discussion in which the tutor asks them to identify different types of leaders – anyone from politicians and well known figures from business or industry to sports captains. Tutors could then encourage learners to think about leadership in more familiar contexts, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the head teacher or principal, their tutors). They could also be encouraged to discuss leaders in their local community or that they know socially. Learners would benefit from opportunities to discuss what they think a leader does (for example what do all the people mentioned above have in common that makes them leaders?) and the skills required to become a good leader in a team, group or company. This could be about the job or responsibilities leaders have towards their employees, learners or other people (for example the safety and wellbeing of others, having the right skills or knowledge when making important decisions, giving instructions and giving and receiving feedback).

Learners may need support in preparing to demonstrate some of the most basic and obvious features of leadership. These features are probably best demonstrated within an informal or small group setting. Tutors may wish to give the group a simple, structured activity to carry out, for example a defined project or task in which each member can be allocated a particular job and which has a defined timescale for completion.

In understanding how to make decisions, learners will need to demonstrate that they can make decisions about straightforward issues, for example deciding which team member should do which piece of work, or how long to spend on any given activity. Tutors might need to support the learner in identifying a decision to be made and then agree with them how it will be made – the step or steps they need to take in order to make the decision for example thinking about the skills or talents of a team member would help the learner to decide which task should be allocated to that team member. Learners could be encouraged to make at least one independent suggestion about the step or steps needed to arrive at the decision and be able to describe the step or steps.

In giving instructions to group members, learners could be encouraged to show that they can deal with relaying basic and non-complex information to others in an appropriate way. In this sense, the learner would be demonstrating communication skills and also appropriate behaviour and attitude skills. Learners might well need support in identifying what needs to be done and how to structure this into appropriate instructions to the team. The instructions could be given either verbally or via some other means, for example by email or flipchart, but would need to be clear and understandable to the recipient or recipients.

In giving and receiving feedback about a task or activity, as with giving instructions, learners will need opportunities to demonstrate appropriate behaviour in dealing with other members of the group. They would benefit from being able to practise giving straightforward feedback to others in an appropriate way using inoffensive language. They would also benefit from the opportunity to receive feedback from others by showing that they are listening to what others have to say.

Assessment

Evidence for 1.1 and 1.2 should come from a group discussion or group activity which shows the individual contribution of the learner, or from an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence etc. It may also be supported by written notes from the learner or the tutor/line manager. The learner needs to identify at least two different types of leadership and at least two main features of leadership.

In achieving 2.1 and 2.2, the tutor/line manager could support the learner in identifying a decision (and how to make the decision) via individual discussion between the learner and the tutor/line manager or in a group discussion. Evidence for 2.1 and 2.2 may take the form of a taped discussion, video evidence etc or copies of written documents (flowcharts, lists etc) in which the learner identifies a straightforward decision that needs to be made and the step or steps they will take in arriving at an appropriate decision. The learner is not expected to deal with complex decision making that requires a sophisticated series of steps to be taken.

Evidence for 3.1 and 3.2 can either come from an observation of the learner by the tutor, line manager or other designated person or from written evidence. With support from the tutor, line manager or other appropriate person, the learner needs to identify the necessary instructions and give the instructions to the group. The instructions are likely to relate to a simple task or activity. The instructions need not be detailed, but they must be clear and accurate. The observation can take the form of a witness statement, observation notes or a video of the learner giving instructions to the group with supporting notes. If in a written format, evidence of the written communication should be provided (for example copies of emails, memos, charts or letters) with a supporting commentary from the tutor/line manager if appropriate.

Evidence for 4.1 and 4.2 could come from either an individual discussion between the learner and the tutor/line manager or in written format. Evidence may take the form of a taped discussion, video evidence etc or copies of written statements by the learner with examples of them giving and receiving feedback related to a task or activity. It may also be supported by written notes from the learner or the tutor/line manager. The learner should be able to give at least one example of giving feedback to others and at least one example of when they received feedback (the learner may have received feedback individually or as part of a group of people). The feedback given and received need not be complex or detailed.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel suite*. This unit has particular links with:

Level 1	Level 2
Unit 13: Practising Leadership Skills with Others	Unit 11: Developing Personal Skills for Leadership
	Unit 12: Practising Leadership Skills with Others

Essential resources

Learners should have access to appropriate sources of information about leadership such as books, websites and magazines. Learners will also need the opportunity to participate in a group task in which it is appropriate for them to give instructions to others.

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

www.tellmehowto.net

Unit 38: Practising Leadership Skills with Others

Unit code: T/501/5808

QCF Level: Level 1

Credit value: 2

Unit abstract

Leadership skills need to be developed when working alongside others and evaluated in the light of interaction with others. In this unit, learners will be able to practise their leadership skills with other members of a group and understand what sort of skills they are demonstrating. They will also understand how to contribute to a group's tasks and activities in a leadership role and consider the effectiveness of the leadership skills they have practised.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand leadership skills they could practise with others	1.1 Describe leadership skills they could practise with others
2 Demonstrate leadership skills in a group	2.1 Discuss instances when they have demonstrated leadership skills
3 Review their practice of leadership skills	3.1 Discuss the effectiveness of the leadership skills they have demonstrated 3.2 Identify one aspect that went well and one that did not go so well

Unit content

1 Understand leadership skills they could practise with others

Leadership skills: leadership skills that involve interaction with others eg relaying instructions, explaining a goal or aim to others, working with others to solve problems, helping to encourage or motivate others, making decisions, helping others see what they are good at, giving and receiving feedback

2 Demonstrate leadership skills in a group

Leadership skills: eg giving instructions eg allocating tasks or work to team members, showing someone what they need to do to carry out a task or activity, telling someone what they need to do and how to do it, setting deadlines for tasks to be completed; making decisions eg making a decision to solve a problem, deciding on the best way of doing something, deciding which team member will do which activity; giving and receiving feedback eg written reports, appraisals, verbal feedback to individuals, feedback to a team on performance of a task

3 Review their leadership skills

Carrying out a review: different ways of evaluating leadership eg formal evaluation such as assessment forms, checklists or informal evaluation eg discussion with tutor/line manager; effectiveness of leadership eg whether or not group or team achieved its goals, appropriateness of decisions made by the leader, feedback received from group or team members about the leader, whether group understood the purpose of the activity and what needed to be done to achieve the purpose; identifying what went well and what did not go well eg clear instructions were given to the group but time taken to give the instructions was too long

Essential guidance for tutors

Delivery

Learners should make use of appropriate texts, websites, documentaries and magazines to find the relevant information for this unit. Valuable information can also come from line managers or tutors and visiting experts.

In achieving learning outcome 1, learners could be encouraged to think about leadership in contexts that are familiar to them – for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the headteacher, the principal, their tutors). They could also be encouraged to discuss leaders in their local community or that they know socially. They should be able to describe how they can practise the skills needed for leadership within a group situation. This could be talking about responsibilities a leader has towards a group of people, how leaders should carry out their jobs, how they consult others in making decisions, how leaders give guidance or instructions to others and that leaders should be able to give and receive feedback from others. Learners may also suggest other attributes and qualities of leadership which can be practised in group settings and which they may want to discuss.

For learning outcome 2, learners will need the opportunity to explain that they have demonstrated basic leadership skills within an informal or small group context, which the tutor or line manager could also observe if appropriate. Learners could be encouraged to think about appropriate local opportunities to practise and demonstrate leadership skills with others, for example volunteering to lead part of a class assignment or showing a newcomer how to carry out a straightforward task in the workplace. Participating in voluntary work or being involved in positive alternatives to paid work, such as sports, training courses or the Duke of Edinburgh's Award, may also provide learners with opportunities to practise leadership skills with others.

In achieving learning outcome 3, tutors and learners could discuss their performance either in a one-to-one or small group situation.

Assessment

Evidence for 1.1 could come from a group discussion which shows the learner's individual contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or presentation. It may also be supported by written notes from the learner or the tutor/line manager. The learner needs to discuss at least two different leadership skills they could practise with others.

Evidence for 2.1 could come from either an individual discussion between the learner and the tutor/line manager or be in a written format. Evidence may take the form of a taped discussion, video evidence, presentation or copies of written statements from the learner in which they give examples of when they showed leadership skills. It may also be supported by written notes from the learner or the tutor/line manager. The learner must give at least one example of how they have demonstrated their leadership skills.

The discussion may be supported by observation notes from the tutor/line manager of the learner within a group activity.

An example for 2.1 could be making a decision about who should do a particular task, in which case the learner needs to demonstrate that they can make a decision about a non-complex task based on appropriate information for example the skill or talents of the people available to do the task. Tutors should support learners to identify who would suit a particular task and how to communicate this to the relevant person or persons. The decision could be given either verbally or for example via email, diagram or flipchart but it must be clear and understandable to the recipient or recipients.

Evidence for 3.1 and 3.2 could come from a one-to-one discussion between the tutor/line manager and the learner or (if appropriate), a small group discussion in which the learner needs to identify one aspect of their leadership performance that went well and one that did not go so well (for example giving clear instructions to the group or for example not giving clear feedback to a member of the group).

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Level 1	Level 2
Unit 12: Developing Personal Skills For Leadership	Unit 11: Developing Personal Skills for Leadership
	Unit 12: Practising Leadership Skills with Others

Essential resources

Learners should have access to appropriate sources of information about leadership such as texts, websites and magazines. Learners will also need the opportunity to participate in a group task that allows them to show leadership skills.

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

www.tellmehowto.net

Unit 39: Sustainable Buildings

Unit code: Y/601/3169

QCF Level: Level 1

Credit value: 1

Unit aim

This unit will develop learners' knowledge and understanding of sustainable methods used to protect our environment and the benefits of using sustainable building materials.

Unit introduction

Sustainability is now an important issue that is becoming woven into our daily lives. The effects of global warming are now obvious; from the melting ice caps to the rise in sea levels, and local flooding problems. Sustainability is important in order to protect the Earth's resources for future generations.

Through sustainable technologies many methods have been introduced to reduce our reliance on the burning and processing of fossil fuels for our homes and infrastructure. Alternative energy technologies are now a growth industry, from extensive developments in wind farm technology to ground source heat pumps to heat our homes.

We need to change the way in which we have lived. Damage to the global environment needs to be reversed, so the Earth can recover. Sustainability reduces the reliance on the Earth's finite resources in different ways. In this unit learners will explore some of these different methodologies and understand the application of sustainability to the new wave of low energy houses.

Learners will investigate how a sustainable material can be used within a house and what long-term effect this will have in protecting the environment. Learners will have the opportunity to examine natural building materials for their suitability and low embedded energy, and develop independent learning skills by researching how sustainable building materials improve our environment.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the importance of sustainability for the environment	1.1 Identify the resources that sustainability protects
2 Know how to protect our environment	2.1 Identify ways in which we can protect our environment
3 Understand the application of sustainable materials	3.1 Explain how a sustainable building material improves our environment

Unit content

1 Know the importance of sustainability for the environment

Resources: finite resources (oil, gas, coal); green environments (forests, meadows, moors, parks, woods); water resources (lakes, rivers, ponds); coastal resources (harbours, estuaries, beaches); natural resources (stone, slate, straw, wool)

Protection: green communal spaces; tree protection; wildlife protection; biodiversity protection; national parks; sites of special scientific interest (SSSI); natural landscapes

2 Know how to protect our environment

Methods: carbon neutral materials and products; zero carbon technology; use of materials from sustainable sources; local sources of resources; low embedded energy; renewable sources of materials; building orientation, use of natural lighting

3 Understand the application of sustainable materials

Sustainable building materials: materials eg natural building materials, stone, slate, straw, sheeps' wool insulation, timber, clay, glass, recycled plastics, engineered timber products, zinc roofing, timber cladding

Improvement: environmental eg timber-framed construction, green construction, open spaces, cleaner air, less pollution, sustainable communities

Essential guidance for tutors

Delivery

This unit is intended to extend learners' knowledge and understanding of sustainability and explores the methods used to protect our environment. Learners will gain an appreciation of the importance of sustainable techniques in protecting the environment. Recent footage of flooding, storm damage and rising sea levels would place this in a real time context.

Examples of finite resources will need to be illustrated along with the life expectancy of these resources. The damage caused by burning oil and gas should be discussed. Learners need to be aware of the natural resources provided by the varied landscape of the UK, inland, mountain and coastal areas. Our valuable water resources, which are used for consumption and recreation, need investigating along sustainable lines.

Local green areas should be included to contextualise learning. A guest speaker such as the tree and conservation officer from the local authority would have a great impact on learning and delivery, by providing local examples of how our environment is being protected.

The sustainable methods used will need some reference to a sustainable community or building project where real outcomes can be observed, for example rainwater harvesting systems and heat recovery systems.

Learners will need to see some examples of sustainable materials. These can be naturally occurring or sustainably engineered materials, for example timber engineered products. Access to suppliers' websites and published materials will help with delivery.

A guest speaker from a materials supplier would give learners an understanding of the relevance of sustainability, helping them to identify the issues that are of concern and establish the reasons why we need sustainability in our lives today.

Assessment

Assessment should be via a well-structured assignment brief, which is clearly written and at the appropriate level. The brief should explain clearly the evidence learners need to produce in order to meet the assessment criteria.

A virtual or live sustainable building project would prove an ideal opportunity to direct learning towards one project.

For assessment criterion 1.1, learners need to identify the resources protected by sustainability, these will need to include the natural resources of the UK, land and water, materials plus the obvious energy sources.

For assessment criterion 2.1, learners need to identify ways in which the environment can be protected. Current materials examples should be included to accomplish this task. For example, sheep's wool insulation in roof spaces is a natural product that can be renewed over again.

For assessment criterion 3.1, learners need to identify a sustainable building material, for example, paper insulation, timber cedar cladding, zinc roofing sheets, and explain how this material reduces our reliance on high energy consumption in manufacturing and production and the long term maintenance of the building, thus improving our environment globally.

Evidence to meet these assessment criteria could be in written format containing relevant images or a poster presentation or ICT-based presentation.

Essential resources

Learners will require access to computers and the internet. Access to sustainable suppliers' websites is essential and photographs would be of great benefit. A guest speaker from a manufacturing company would enhance the learning experience.

Indicative resource materials

Textbooks

Calkins M – *Materials for Sustainable Sites: A Complete Guide to the Evaluation, Selection, and Use of Sustainable Construction Materials* (John Wiley & Sons, 2008)
ISBN 9780470134559

Kibert C – *Sustainable Construction: Green Building Design and Delivery* (John Wiley & Sons, 2005) ISBN 9780471661139

Websites

Engauge	www.engaugeonline.co.uk
Sustainable Build	www.sustainablebuild.co.uk/LocallySustainableMaterials.html
Sustainable Materials	www.sustainablematerials.com

Unit 40: Purchasing and Waste Management

Unit code: L/601/3170

QCF Level: Level 1

Credit value: 1

Unit aim

This unit enables learners to make informed choices to improve sustainability whilst making purchasing and waste management decisions as individuals and for a household, including decisions they make concerning their place of study.

Unit introduction

Individual households can make a significant contribution to improving the sustainability of society by the decisions they make concerning purchasing habits, waste production and waste disposal.

By studying this unit, learners are encouraged to investigate, on a personal and household level, the small steps and positive contribution that they can make to improve sustainability. This unit will also highlight the importance of disposing of all waste safely, particularly hazardous items such as spent batteries.

The unit is designed to encourage learners to make practical contributions to sustainability in relation to purchasing and waste management decisions taken as individuals, as households, and to support their studies. Learners will have the opportunity to design and implement a campaign to promote sustainability and raise awareness in others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the principles of sustainable purchasing	1.1 Outline what sustainability means 1.2 Describe examples of sustainable purchasing for individuals and households
2 Know how to manage waste safely and legally	2.1 Identify waste disposal facilities in the local area 2.2 Describe current waste disposal legislation
3 Be able to apply their knowledge of sustainable purchasing and waste management in a given scenario	3.1 Carry out a waste management exercise to meet given objectives 3.2 Describe the strengths of the waste management exercise and make recommendations for improvement
4 Be able to devise a campaign to promote sustainable purchasing and waste management	4.1 Plan and implement a campaign to promote sustainable purchasing and waste management 4.2 Make recommendations for improvement

Unit content

1 Know the principles of sustainable purchasing

Sustainability: definition of sustainability eg UK Government's – development which meets the needs of the present without compromising the ability of future generations to meet their own needs; social, environmental and economic sustainability eg working conditions and fair pay, local sourcing

Purchasing: sustainable eg origin of goods, fairtrade, packaging, energy use, excessive purchasing

Household: considerations eg number of inhabitants, pets, garden, any special requirements, a do-it-yourself project

2 Know how to manage waste safely and legally

Waste disposal facilities: sites eg recycling sites, opportunities to reuse waste; disposal of controlled and hazardous waste

Legislation: current eg Waste Electrical and Electronic Equipment (WEEE) Regulations 2006, The Controlled Waste Regulations 1992, Environmental Protection Act (EPA) 1990, legislation and local authority bylaws concerning litter problems

3 Be able to apply their knowledge of sustainable purchasing and waste management in a given scenario

Scenario: waste management exercise eg volume of waste produced, type of waste, waste disposal, reducing waste via planned purchasing

Objectives: targets eg to reduce waste, recycle more, save money on over-purchasing or unnecessary purchasing, produce compost

Report: strengths (where objectives were met); recommendations for improvement

4 Be able to devise a campaign to promote sustainable purchasing and waste management

Plan: aims; objectives; timescales; resources

Campaign: type eg waste that can be reduced, reused, recycled; other waste eg controlled, hazardous, compostable, waste audit, monitoring volume of items purchased and how to reduce

Promote: sustainable purchasing and waste management eg raise awareness, positive effects of sustainability, access and location of recycling facilities

Essential guidance for tutors

Delivery

For learning outcome 1, tutors need to be sensitive when discussing household purchasing with learners. In most cases, learners will have no inhibitions about discussing their family or household; however, if individuals do seem reluctant, they can be given the option of discussing their own purchases instead. Alternatively, tutors could create a 'virtual' household from the median responses of the group. Learners could consider local sourcing and global impacts.

It is anticipated that learners will research a simple definition of sustainability, and discuss this (and other examples) with the cohort. It would be preferable to use basic, obvious examples, which could include composting garden waste, reducing packaging, reusing shopping bags and recycling glass and scrap metal.

Learning outcome 2 can be delivered through guided discussion and/or a guided walk arranged by the tutor to allow learners to note the location of waste management opportunities in the local area. Tutors are free to identify what constitutes a 'local area'. This could comprise the immediate environs of the centre, a settlement, or a district, whichever is judged most appropriate and aids delivery most effectively. Learners will also need to be made aware of health and safety issues and appropriate legislation.

To deliver learning outcome 3, tutors can choose any appropriate scenario, although it would be beneficial if delivery was viewed as a continuation of the delivery of previous learning outcomes. It may be possible to involve learners in the choice of scenario. If this is the case, tutors will need to ensure that their scheme of work allows sufficient flexibility.

Recommendations derived from the exercise concerning sustainable purchasing could be delivered via a group presentation using suitable software.

For learning outcome 4, tutors can suggest the campaign focus or learners can select an appropriate campaign, for example waste that can be reduced, reused or recycled. The campaign emphasis should be on promoting awareness of sustainability in others, ie the concept of 'passing it on'. The campaign will need clear aims and objectives.

The unit could be supported by visits to sites where waste is composted, sorted and recycled. It might be possible to invite a speaker to the centre to explain how purchasing can be made more sustainable. It may also be possible to invite a representative from the retail or packaging industry to discuss reducing or reusing packaging materials and receptacles, as well as developments in sustainable or recyclable packaging. Some local authorities have Waste Education Teams, or similar, who are willing to visit centres to make suitable presentations regarding sustainability issues, and may provide other resources.

Assessment

Assessment of the unit will be based mainly on purchasing and waste management decisions primarily in relation to each learner's individual and household situation, including decisions they make concerning their place of study. However, this does not exclude learners from gathering other evidence to meet the assessment criteria, if appropriate.

For assessment criterion 1.1, it would be acceptable to give learners some guidance regarding where suitable definitions can be found and, following group discussion, allow learners to choose the definition they feel is most appropriate.

For assessment criterion 1.2, learners will need to describe sustainable purchases, for example how waste can be reduced, or energy saved. Tutors should guide learners towards obvious and appropriate examples, and avoid any that are debatable. Centres need to be vigilant to ensure that learners are able to differentiate between reputable and biased information (biased information may be circulated by groups with a vested interest, such as companies advertising so-called 'greenwash', or pressure groups wishing to gain publicity or increase donations). Learners can find it difficult to determine where vested interests lie, and are likely to need guidance. Tutors could assess and review research before learners undertake any further assessment work to ensure that they have not been misled by biased information. There are tools available to assist tutors and learners with this issue, such as those developed by Engauge. Tutors can use any suitable assessment methodology. For example, learners could produce suitable descriptions individually and, following a group discussion, could produce a group description or poster collectively. If group work is used, each learner's individual contribution will need to be evidenced, supported by an assessor's observation record.

Assessment criteria 2.1 and 2.2 could be assessed together in the form of an annotated map, report, advisory leaflet or a poster. Alternatively, assessment could be linked with criteria 3.1 and 3.2. The scenario should be practical, enabling learners to demonstrate their knowledge of legal requirements. For assessment criteria 3.1 and 3.2, learners need to carry out a waste management exercise, providing clear objectives and describing the strengths of the exercise together with areas for improvement. Learners need to make recommendations that relate to the particular scenario chosen.

For assessment criteria 4.1 and 4.2, learners are required to plan and implement a campaign to promote awareness of sustainable purchasing and waste management. Learners then need to make recommendations for improving their campaign.

Essential resources

Learners will require access to suitable library and internet resources. They must also be provided with appropriate PPE and personal hygiene facilities, for health and safety considerations, whilst undertaking practical tasks.

Indicative resource materials

Textbooks

Clark D – *The Rough Guide to Ethical Shopping* (Rough Guides Ltd, 2006)
ISBN 9781843537922

Goodall C – *How to Live a Low Carbon Life* (Earthscan Ltd, 2007) ISBN 9781844074266

McCarthy D – *Saving the Planet without Costing the Earth* (Fusion Press, 2004)
ISBN 9781904132394

Websites

Department for Environment, Food and Rural Affairs	www.defra.gov.uk/waste
Engauge	www.engaugeonline.co.uk
Environment Agency	www.environment-agency.gov.uk/subjects/waste
Envirowise	www.envirowise.gov.uk
Ethical Consumer Magazine	www.ethicalconsumer.org
Fairtrade Schools	www.fairtrade.org.uk/schools
Freecycle	www.freecycle.org
Furniture Reuse Network	www.frn.org.uk
Green-Works	www.green-works.co.uk
Recycle Now	www.recyclenow.com/schools
Rural Affairs, waste link Story of Stuff	www.storyofstuff.com
Sustainable Development Commission link	www.defra.gov.uk/sustainable/government
The Fair Trade Foundation	www.fairtrade.org.uk
Waste and Resources Action	www.wrap.org.uk
Waste Management Awareness	www.wasteawareness.org

Unit 41: Project in Sustainability

Unit code: R/601/3168

QCF Level: Level 1

Credit value: 3

Unit aim

This unit allows learners to undertake a project that will raise their awareness of sustainability in relation to a chosen environment.

Unit introduction

By undertaking this unit, learners will have the opportunity to initially study all aspects of sustainability in depth, then explore a main topic of interest to them. Learners will have the opportunity to develop project management skills by planning and implementing their sustainability projects, which should be selected from the eight sustainability-themed gateways. The project may be undertaken in the learner's centre, household or community.

By researching information for their projects, learners can develop basic skills in selecting relevant evidence and rejecting biased or irrelevant information.

Learners should have the opportunity to investigate the latest developments in sustainability, legislation, international treaties and protocols that are topical at the time of study.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Be able to plan a project to promote sustainability in a chosen environment	1.1 Identify a suitable project 1.2 Plan activities and agree deadlines 1.3 Identify possible risks
2 Be able to undertake a sustainability project	2.1 Undertake the chosen project 2.2 Maintain records of relevant activities and information obtained
3 Be able to present the results of a sustainability project	3.1 Present the results of the sustainability project 3.2 Make a recommendation(s)
4 Be able to reflect on the sustainability project	4.1 Describe how the project meets its objectives 4.2 Carry out a review of own performance

Unit content

1 Be able to plan a project to promote sustainability in a chosen environment

Project: choice of sustainability project from eight gateways eg food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local wellbeing, global dimension

Plan: aims; objectives; agree action plans with timelines; contingency planning

Risks: manage risks eg relevant risks identified, appropriate risk assessments, health and safety, correct Personal Protective Equipment (PPE)

2 Be able to undertake a sustainability project

Sources of information: variety of information sources, eg tutor guidance, written material, site visits, internet, previous learner work

Project: implementation; operations; health and safety; communication; project validity; information sources; methods used; results; other, eg dates and times

Records: format eg log, diary, blog

3 Be able to present the results of a sustainability project

Present: format eg written, verbal, ICT-based; results; outcomes; bibliography

Recommendation(s): formulate recommendation(s) based on project outcomes

4 Be able to reflect on the sustainability project

Objectives: review project against original objectives

Review performance: own performance; what went well; what could have been improved

Essential guidance for tutors

Delivery

Learners could have some autonomy regarding the management and planning of the project. Beyond an introductory session, delivery of the unit will involve supporting learners as they work through the project, therefore schemes of work will need to have some flexibility built into them to reflect this. Group work and peer tutoring can be used at any stage of the project, where the tutor considers appropriate. All eight sustainability-themed gateways need to be introduced in this unit. For their project, learners then select an area from the eight gateways or sustainability themes. The project may be undertaken in the learner's centre, household or community.

Learners could visit a site, for example a recycling centre, or an employer could give a presentation regarding one of the eight sustainability gateways. Learners may be able to base their project on facilities at a workplace they are familiar with, given suitable permission from the employer and tutor. Some local authorities have Waste Education Teams, or similar, who are willing to visit centres to give presentations regarding sustainability issues, and may provide other resources.

For learning outcome 1, learners need to be supported by a formal teaching session to outline how to plan and manage a project, and to discuss the range of projects that can be supported by the centre's resources. Learners need to be made aware of any health and safety risks involved in undertaking the project, how to reduce risks, and how to prepare any necessary risk assessments. In most cases, either learners will prepare risk assessments which will be checked by the tutor, or, particularly for routine tasks, existing risk assessments could be used. However, under exceptional circumstances, tutors may need to produce new risk assessments. It is likely that the project will be practical, with some research, and it is expected that learners may need some guidance.

For learning outcome 2, learners need guidance and supervision to ensure that they work safely, use the correct PPE and maintain their deadlines. Delivery is likely to involve practical work, research and independent learner work. Centres can decide whether learners can collaborate with each other whilst undertaking the project, or whether they will work as individuals. It is likely that learners will require some tutor support throughout the duration of the project, which needs to be built into the tutor's scheme of work. An assessor's observation record will need to be completed to confirm learner achievement.

For learning outcome 3, learners need to present the results of the project. Delivery could include guidance regarding the preferred format, for example a written report or ICT-based presentation.

Delivery of learning outcome 4 could be integrated with delivery of learning outcome 3, and could be achieved through group discussion. It may be advantageous to allow some additional time to provide feedback to learners for all four learning outcomes.

Assessment

For assessment criterion 1.1, learners need to give a brief description regarding their choice of project, and brief statement of what they aim to achieve. For assessment criterion 1.2, learners need to produce a manageable plan with appropriate dates and an indication of the resources required. For assessment criterion 1.3, appropriate risk assessments, together with lists of PPE etc, would provide ideal evidence. Learners should complete, and be assessed on, these assessment criteria before moving on to any other assessment criteria in the unit. This 'interim assessment' will give tutors the opportunity to ensure that any suggested project is feasible in the time available, and safe to undertake.

For assessment criteria 2.1 and 2.2, learners need to keep an appropriate log. This could be in the form of a written log, a video diary or a blog. Assessment criterion 2.1 will require an assessor's observation record stating that learners have carried out the project safely. Centres need to be vigilant to ensure that learners are able to differentiate between reputable and biased information (biased information may be circulated by groups with a vested interest, such as companies advertising so-called 'greenwash', or pressure groups wishing to gain publicity or increase donations). Learners can find it difficult to determine where vested interests lie, and are likely to need guidance. It may be possible for tutors to assess and review research before learners undertake any further assessment work to ensure that they have not been misled by biased information. There are tools available to assist tutors and learners with this issue, such as those developed by Engauge.

The remaining assessment criteria (3.1, 3.2, 4.1 and 4.2) can be assessed together. Evidence could take any suitable format for example a report, ICT-based presentation, poster or any other appropriate format that allows learners to cover the unit contents and achieve the unit assessment criteria.

Group work can be used during the assessment process. However, if learners work as part of a group, each learner must provide sufficient evidence on an individual basis to meet all the assessment criteria.

Essential resources

Learners will require access to sufficient practical resources and suitable research facilities, such as library and internet resources. They must also be provided with appropriate PPE and personal hygiene facilities, for health and safety considerations, whilst undertaking any planned practical tasks.

Indicative resource materials

Textbooks

Portney S – *Project Management for Dummies* (Hungry Minds, 2001) ISBN 9780470049235

Websites

Department for Environment, Food and Rural Affairs

www.defra.gov.uk

Engauge

www.engaugeonline.co.uk

Environment Agency

www.environment-agency.gov.uk

Envirowise

www.envirowise.gov.uk

Green-Works

www.green-works.co.uk

Sustainable Development Commission

www.sd-commission.org.uk

TeacherNet

www.teachernet.gov.uk/sustainableschools

Waste and Resources Action Programme

www.wrap.org.uk

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for quality and training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- Guidance for Centres Offering Edexcel/Edexcel QCF Accredited Programmes (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- Regulatory Arrangements for the Qualification and Credit Framework (Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check costs when you order.

Professional development and training

Edexcel supports UK and international customers with training related to Edexcel qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

Edexcel and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the former LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework

Progression opportunities within the framework.

QCF Level	General qualifications	Edexcel full vocationally-related qualifications	Edexcel Short Courses	NVQ/occupational
3			Edexcel BTEC Level 3 Award and Certificate in WorkSkills (QCF)	Edexcel Level 3 NVQ in Management (QCF)
2	Edexcel GCSE in Citizenship Studies	Edexcel BTEC Level 2 Award/Certificate/Diploma WorkSkills (QCF)	Edexcel BTEC Level 2 Award/Certificate/Diploma WorkSkills (QCF)	Edexcel Level 2 NVQ in Team Leading (QCF)
1			Edexcel BTEC Level 1 Award/Certificate/Diploma in WorkSkills (QCF) Edexcel BTEC Level 1 Certificate/Diploma in Business Administration (QCF)	
Entry			Entry BTEC Level 3 Award/Certificate in WorkSkills (QCF)	

Annexe B

Pathways for accreditation for Key Stage 3 and Key Stage 4 learners

One unit from each of the six following areas must be completed and the learner must evidence active engagement in work in order to gain either level 1 or level 2 accreditation.

Schools must ensure that they deliver all of the statutory requirements for careers education and guidance, work related learning, citizenship, sex education, religious education and from September 2010, PSD Personal Wellbeing to every learner in KS3 and KS4.

1		
Personal Wellbeing	Unit 1	Understanding Personal Identity
Careers Education and Guidance	Unit 22	Self-development for Your Career

2		
Economic Wellbeing and Financial Capability	Unit 6	Career Progression
Work-related Learning	Unit 18	Understanding Careers and Employment through Experiences of Work
Careers Education and Guidance	Unit 23	Exploring Career Choices

3		
Economic Wellbeing And Financial Capability	Unit 7	Financial Capability
Economic Wellbeing And Financial Capability	Unit 8	Managing Financial and Career Risk
Work-related Learning	Unit 16	Making Informed Career and Progression Choices
Enterprise	Unit 26	Running an Enterprise

4		
Economic Wellbeing and Financial Capability	Unit 9	Economic and business understanding
Enterprise	Unit 25	Planning an enterprise activity
Work-related Learning	Unit 20	How and why businesses operate

5		
Personal Wellbeing	Unit 3	Managing Personal Risk
Careers Advice and Guidance	Unit 24	Career Management
Work-related Learning	Unit 19	Learning from More Experienced People

6		
Personal wellbeing	Unit 5	Exploring the impact of diversity in our communities
Citizenship	Unit 12	Rights and responsibilities of a citizen in a democracy
Citizenship	Unit 13	The changing nature of society in the UK
Citizenship	Unit 14	Worldwide Citizenship

Personal Development Curriculum themes (KS3)	Unit titles						
	Understanding personal identity	Healthy lifestyles	Managing personal risk	Personal and social relationships	Exploring the impact of diversity in our communities		
Personal Wellbeing							
Economic Wellbeing and Financial Stability	Career progression	Financial capability	Managing financial risk	Economic and business understanding			
Citizenship	Role of the individual in a democratic society	Government and justice in the UK	Rights and responsibilities of a citizen in a democracy	The changing nature of society in the UK	The role of the UK in worldwide organisations		
Work-related Learning	Skills for employment	Making informed career and progression choices	Opportunities in learning and work	Understanding of careers and employment through experiences of work	Learning from more experienced people	How and why businesses operate	Working practices and environments
Careers Education and Guidance	Self-development for your career	Exploring career choices	Career management				
Enterprise	Planning an enterprise activity	Running an enterprise					

Annexe C

Mapping to Every Child Matters outcomes

Personal and Social Development unit number	Every Child Matters outcomes				
	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic wellbeing
1			✓	✓	
2		✓	✓		
3			✓		
4	✓			✓	
5		✓	✓		
6			✓	✓	
7			✓	✓	
8	✓				
9			✓	✓	✓
10			✓		✓
11	✓		✓	✓	
12	✓	✓	✓		
13	✓	✓		✓	
14	✓		✓		
15	✓				
16				✓	
17					✓
18					✓
19					✓
20			✓	✓	
21				✓	
22			✓	✓	
23				✓	
24				✓	
25			✓		
26			✓		✓
27			✓		
28				✓	
29				✓	

Personal and Social Development unit number	Every child matters outcomes				
	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic wellbeing
30					✓
31	✓	✓			
32			✓		
33					✓
34				✓	✓
35					✓
36					✓
37				✓	
38				✓	
39				✓	
40				✓	
41				✓	

Annexe D

Mapping to Functional Skills

Level 1	Unit number																			
English – Speaking, Listening and Communication	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects			✓	✓	✓	✓			✓		✓		✓	✓						✓
English – Reading																				
Read and understand a range of straightforward texts						✓								✓					✓	✓
English – Writing																				
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	✓	✓	✓			✓		✓		✓						✓				✓

Level 1	Unit number																				
English — Speaking, Listening and Communication	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading																					
Read and understand a range of straightforward texts	✓			✓		✓		✓		✓		✓	✓	✓			✓	✓	✓	✓	✓
English — Writing																					
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience			✓		✓	✓					✓	✓		✓	✓	✓	✓	✓			✓

Level 1	Unit number																			
Mathematics – representing	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine																	✓	✓		
Identify and obtain necessary information to tackle the problem									✓								✓	✓		
Select mathematics in an organised way to find solutions									✓								✓			
Mathematics – analysing																				
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes									✓			✓					✓	✓		
Use appropriate checking procedures at each stage																	✓	✓		
Mathematics – interpreting																				
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations												✓						✓		

Level 1	Unit number																				
Mathematics – representing	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine															✓						
Identify and obtain necessary information to tackle the problem										✓					✓						
Select mathematics in an organised way to find solutions															✓	✓					
Mathematics – analysing															✓						
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes															✓						
Use appropriate checking procedures at each stage															✓						
Mathematics – interpreting																					
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations															✓						

Level 1	Unit number																			
ICT – using ICT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Identify the ICT requirements of a straightforward task																				
Interact with and use ICT to plan work and evaluate their use of ICT systems															✓					
Manage information storage	✓														✓					
Follow and demonstrate understanding of the need for safety and security practices															✓					
ICT – Finding and selecting information																				
Use search techniques to locate and select relevant information							✓		✓			✓			✓				✓	
Select information from a variety of ICT sources for a straightforward task							✓		✓			✓			✓				✓	

Level 1	Unit number																			
ICT – developing, presenting and communicating information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks									✓		✓								✓	
Use appropriate software to meet requirements of straightforward data-handling task																				
Use communications software to meet requirements of a straightforward task																				
Combine information within a publication for a familiar audience and purpose																				
Evaluate own use of ICT tools																				

Level 1	Unit number																				
ICT – using ICT	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Identify the ICT requirements of a straightforward task																					
Interact with and use ICT to plan work and evaluate their use of ICT systems													✓		✓						✓
Manage information storage							✓														
Follow and demonstrate understanding of the need for safety and security practices																					
ICT – Finding and selecting information																					
Use search techniques to locate and select relevant information		✓											✓		✓	✓					✓
Select information from a variety of ICT sources for a straightforward task		✓											✓		✓	✓					✓

Level 1	Unit number																				
ICT – developing, presenting and communicating information	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks		✓											✓		✓	✓					✓
Use appropriate software to meet requirements of straightforward data-handling task																					
Use communications software to meet requirements of a straightforward task																					
Combine information within a publication for a familiar audience and purpose																					
Evaluate own use of ICT tools																					

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