

Pearson Edexcel Entry Level Award and Certificate in Personal and Social Development (Entry 2)

Pearson Edexcel Entry Level Award and Certificate in Personal and Social Development (Entry 3)

Specification

First teaching from September 2009

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 2) (QCF)

Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 2) (QCF)

Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 3) (QCF)

Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 3) (QCF)

The QNs remain the same.

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All information in this specification is correct at time of publication.

ISBN 9781446956588

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Summary of Pearson Edexcel Entry Level Award and Certificate in Personal and Social Development (Entry 2, Entry 3) specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	3
TQT values added	5 and 6
QCF references removed from unit titles and unit levels in all units	19-148

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

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

Contents

Qualification titles covered by this specification	1
What are Pearson Edexcel Entry qualifications?	2
Sizes of qualifications	2
Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 2) (6 credits)	4
Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 2) (13 credits)	4
Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 3) (6 credits)	4
Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 3) (13 credits)	4
Rules of combination	5
Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 2)	5
Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 2)	5
Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 3)	5
Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 3)	6
Pearson Edexcel Entry Level Awards and Certificates in Personal and Social Development (Entry 2) and (Entry 3) units	7
Assessment	10
Quality assurance of centres	11
Approval	11
Quality Assurance Guidance	11
Programme design and delivery	12
Mode of delivery	12
Resources	12
Delivery approach	12
Functional Skills	13
Access and recruitment	13
Restrictions on learner entry	13

Access arrangements and special considerations	13
Recognition of Prior Learning	14
Unit format	15
Unit title	15
Unit reference number	15
Level 15	
Credit value	15
Unit aim	15
Unit introduction	15
Learning outcomes	15
Assessment criteria	15
Unit content	16
Essential guidance for tutors	17
Units 19	
Unit 1: Working Towards Goals	21
Unit 2: Dealing with Problems in Daily Life	27
Unit 3: Working as Part of a Group	33
Unit 4: Developing Self	39
Unit 5: Managing Social Relationships	45
Unit 6: Individual Rights and Responsibilities	49
Unit 7: Community Action	53
Unit 8: Healthy Living	59
Unit 9: Preparation for Work	65
Unit 10: Managing Own Money	71
Unit 11: Working Towards Goals	77
Unit 12: Dealing with Problems in Daily Life	83
Unit 13: Working as Part of a Group	89
Unit 14: Developing Self	95
Unit 15: Managing Social Relationships	101
Unit 16: Individual Rights and Responsibilities	107
Unit 17: Community Action	113
Unit 18: Healthy Living	119
Unit 19: Preparation for Work	125

Unit 20: Managing Own Money	131
Unit 21: Sustainability and Our Environment	137
Unit 22: Project in Sustainability	143
Further information	149
Professional development and training	150
Annexe A	151
The Pearson/BTEC qualification framework	151
Annexe B	153
Pathways for accreditation for KS3 and KS4 learners	153
Annexe C	157
Mapping to Functional Skills	157

Qualification titles covered by this specification

Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 2)

Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 2)

Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 3)

Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 3)

These qualifications are eligible for public funding as determined under Section 96 of the Learning and Skills Act 2000.

The 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 unit code.

The QNs for the qualifications in this publication are:

Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 2)	500/5771/6
Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 2)	500/6350/9
Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 3)	500/5860/5
Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 3)	500/6349/2

The qualification and unit codes will appear on learners' final certification documentation. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

What are Pearson Edexcel Entry qualifications?

Pearson Edexcel Entry 2 and Entry 3 qualifications are designed to enhance learners' life and work skills in a range of 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
- 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 would like 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.

The qualifications are designed to be used alongside other qualifications in the Foundation Learning Tier progression pathways such as vocational qualifications and Functional Skills. Learners are likely to be in school working at Entry level, or young adults with no or 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 critical elements of these qualifications.

Sizes of qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

These Entry level qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

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Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 2) (6 credits)

The 6-credit Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 2) offers a qualification which gives the opportunity to focus on a range of personal skills and knowledge required for day-to-day life and work. The units chosen will be decided at centre level and should reflect the needs of the specific learner group or individual.

Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 2) (13 credits)

The 13-credit Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 2) extends the focus from the Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 2) and gives the opportunity to cover a range of knowledge and practical skills required for different areas of personal and social development.

This qualification offers an engaging programme to develop skills, knowledge and understanding to help manage personal, social and work situations more effectively. The units chosen will be decided at centre level and should reflect the needs of the specific learner group or individual.

Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 3) (6 credits)

The 6-credit Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 3) offers a qualification which gives the opportunity to focus on a range of personal skills and knowledge required for day-to-day life and preparation for work. The units chosen will be decided at centre level and should reflect the needs of the specific learner group or individual.

Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 3) (13 credits)

The 13-credit Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 3) extends the focus from the Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 3) Level Award and covers some of the knowledge and practical skills required for preparing for work and areas of personal and social development.

This qualification offers an engaging programme to develop skills, knowledge and understanding to help manage personal, social and work situations more effectively. The units chosen will be decided at centre level and should reflect the needs of the specific learner group or individual.

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. Each of these regulated qualifications have a set 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.

Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 2)

1. The Total Qualification Time (TQT) for this qualification is 60.
2. The Guided learning Hours (GLH) for this qualification is 60.
3. Qualification credit value: a minimum of 6 credits.
4. Minimum credit to be achieved at, or above, the level of the qualification: 4 credits.

All credits must be achieved from the units listed in this specification.

Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 2)

1. The Total Qualification Time (TQT) for this qualification is 130.
2. The Guided learning Hours (GLH) for this qualification is 130.
3. Qualification credit value: a minimum of 13 credits.
4. Minimum credit to be achieved at, or above, the level of the qualification: 7 credits.

All credits must be achieved from the units listed in this specification.

Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 3)

1. The Total Qualification Time (TQT) for this qualification is 60.
2. The Guided learning Hours (GLH) for this qualification is 60.
3. Qualification credit value: a minimum of 6 credits.
4. Minimum credit to be achieved at, or above, the level of the qualification: 4 credits.

All credits must be achieved from the units listed in this specification.

Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 3)

1. The Total Qualification Time (TQT) for this qualification is 130.
2. The Guided learning Hours (GLH) for this qualification is 130.1
3. Qualification credit value: a minimum of 13 credits.
4. Minimum credit to be achieved at, or above, the level of the qualification: 7 credits.

All credits must be achieved from the units listed in this specification.

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

Pearson Edexcel Entry Level Awards and Certificates in Personal and Social Development (Entry 2) and (Entry 3) units

The Award is a 6 credit qualification. To achieve the Pearson Edexcel Award in Personal and Social Development (Entry 2) and (Entry 3) 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 Pearson Edexcel Level 1 Award, Certificate and Diploma in Personal and Social Development. For further information please refer to these specifications on our website: www.edexcel.com.

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

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	2	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

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
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

Unit number	Unit title	Credit	Level
	Level 1 units		
31	Working Practices and Environments	1	Level 1
32	Self Development for Your Career	1	Level 1
33	Exploring Career Choices	1	Level 1
4	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

* 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-sized qualifications only

Assessment

In the Pearson Edexcel Entry Level Award and Certificate (Entry 2) and (Entry 3) 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 Entry Level Award and Certificate in Personal and Social Development (Entry 2) and (Entry 3)*).

In the Pearson Edexcel Entry Level Award and Certificate in Personal and Social Development (Entry 2) and (Entry 3) 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:

- one 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.

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

Quality assurance of centres

Pearson Edexcel Entry Level 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 Pearson Edexcel Entry Level 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 Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for Pearson qualifications
- approval for Pearson Edexcel level 1 qualifications and units
- **compulsory** Pearson-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 Pearson 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 Pearson Edexcel level 1 qualifications are set out in Centre Guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not define the mode of delivery for the Pearson Edexcel Entry Level Award and Certificate in Personal and Social Development (Entry 2) and (Entry 3) 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 learners' 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

Pearson Edexcel Entry Level Award and Certificate in Personal and Social Development (Entry 2) and (Entry 3) 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 in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

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 working at Entry 2 and Entry 3. 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

Pearson Edexcel Entry Level Award and Certificate in Personal and Social Development (Entry 2) and (Entry 3) qualifications give learners opportunities to develop and apply Functional Skills (see *Annexe C*). Functional Skills are also offered as stand-alone qualifications at Entry level, level 1 and level 2.

Access and recruitment

Pearson'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 Pearson 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 Pearson'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 Pearson Edexcel Entry Level Award and Certificate (Entry 2) and (Entry 3) in Personal and Social Development qualifications are accredited 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

Pearson's policy on access arrangements and special considerations for BTEC and Pearson 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 BTEC and Edexcel NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson 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.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, 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. If 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.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

Unit format

All units in the Pearson Edexcel Entry Level Award and Certificate in Personal and Social Development (Entry 2) and (Entry 3) 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

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

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

The unit introduction highlights the focus of the unit. It gives the reader a snapshot of the unit 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. 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

Learners 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 Pearson 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 reference number: Y/502/0435

Level: Entry 2

Credit value: 2

Unit aim

The aim of this unit is for the learner to understand how to identify and work towards goals appropriately.

Unit introduction

This unit aims to help learners explore the skills, qualities and interests needed for success in personal and working life. It is a practical unit designed to support learners in identifying realistic goals and working towards meeting them with the support of a range of people who could help them to build on existing strengths and areas they need to improve.

Learners will be encouraged to participate in self-evaluation, peer group and tutor assessment of their existing skills, qualities and interests in order to plan and achieve a short-term goal.

Learners will identify a range of support available and engage in activities which will promote independence in personal and working life.

Completing this unit will contribute to learners' overall personal and social development and it will help develop the skills needed to become independent in working towards and achieving goals.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Demonstrate an awareness of personal skills and qualities	1.1 recognise their skills, qualities and interests 1.2 identify their strengths 1.3 say what they could
2 Demonstrate an awareness of how to identify goals	2.1 identify some short-term goals they would like to work towards 2.2 agree a goal with an appropriate person
3 Follow steps to achieve a personal goal	3.1 say who will support them to work towards the agreed goal 3.2 carry out given activities to work towards the agreed goal 3.3 identify what has been achieved

Unit content

1 Demonstrate an awareness of the skills and qualities needed for success in work and life

Skills and qualities: identifying own 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, positive body language, listening skills, reliability, trustworthiness, patience, friendliness, team skills, punctuality, emotional responses; using a checklist of skills needed for success in working and personal life to identify areas of strengths and weaknesses

Interests: types eg hobbies, pastimes, sports, music, reading, charity work, socialising, decorating

Areas for improvement: identifying weaknesses in skills and qualities through the use of checklists, self-reflection, peer and tutor feedback, review paperwork

2 Demonstrate an awareness of how to identify goals

Short-term goals: types eg improving numeracy, literacy, IT skills, improving punctuality at school, college or work, developing specific communication skills, social skills, healthier lifestyle; identifying whether goals are achievable and measurable

Appropriate people: types eg careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician

3 Follow steps to achieve a personal goal

Support: types eg careers adviser, tutor, connexions, colleagues, employer, peer group, sports coach, dietician

Activities to work towards the agreed goal: types eg attending training on offer by employer; job centre, college, school; creating an agreed plan with staff; keeping a diary of events; peer and self-assessment; creating a code of conduct and agreeing rights and responsibilities

Identify what has been achieved: reviewing completed tasks through discussion with peers and professionals; diary reflection; checklists and questionnaires

Essential guidance for tutors

Delivery

For learning outcome 1 learners should be guided and supported to identify the difference between a skill and a quality. They could examine a range of skills and qualities required by employers. Tutors could use video footage of differing job roles and a range of skills applied in personal life. Tutors could devise a checklist of skills and qualities and learners could complete this in order to identify their own strengths and weaknesses.

Learners could use review paperwork, and/or appraisal or supervision paperwork from their workplace, if applicable, to support this task. Once learners have identified areas for improvement in their skills and qualities they could be encouraged to prioritise at least two in order to work towards learning outcome 2.

For learning outcome 2 learners could be guided and supported to identify the difference between long- and short-term goals. This can be achieved by examining a range of case studies for example real-life stories of achievement in media. Learners could reflect on their skills and qualities and identify at least two areas they would like to improve in the short term. These could relate to college, work or personal life.

Once learners have identified two short-term goals they could be guided in selecting appropriate individuals that could support them to achieve one of their goals – this links with learning outcome 3. Guest speakers, for example from Connexions, dieticians or sports coaches, could be used to help learners identify support available in achieving specific goals. Learners could be encouraged to produce diary entries in order to view progress which links with learning outcome 3.

For learning outcome 3 learners could recall support available to them and decide which service or individual would best guide them in achieving their goal. Learners could produce a spidergram which outlines activities that are required in order to achieve a specific goal given by the tutor for example hand out cards with a range of goals – for example getting a part-time job, decorating a bedroom, planning a party. Learners could be encouraged to identify activities that will be required in order to achieve their own goal. Tutors could provide a format of a plan which learners will use to enter achievement of activities towards their goal.

Tutors could encourage learners to reflect on review and tutorial paperwork, previous test results, diary entries, checklist results and discussions 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.

Learning outcome/teaching and learning strategies
<p>Introduction to unit and structure of the programme of learning.</p> <p>Small-group work – learners are given photographs of famous people who are successful in different fields. Groups select one person to decide what made them successful. Groups write the factors on a flipchart and present their ideas to the group ‘is successful because’.</p> <p>Group discussion – ‘What are the differences between skills and qualities?’</p> <p>Watch video/TV programmes – discuss skills and qualities demonstrated by different people.</p> <p>Tutor-led discussion of skills and qualities needed for success.</p> <p>Guest speakers – to speak about how they developed their skills to succeed in work or aspects of their life.</p> <p>Practical – individual recording of own skills and qualities using a checklist.</p> <p>Case study – identify how interests contribute to success.</p> <p>One-to-one tutorial to discuss checklist of skills, qualities, interests and identify strengths and areas for improvement.</p> <p>Assessment – ask and respond to straightforward questions about their skills, qualities, interests, strengths and what they might need to improve.</p>
<p>Group discussion – what are goals? Why do we need goals?</p> <p>Learners to be involved in the identification of short-term goals and achievable goals.</p> <p>Case study – identify realistic short-term goals.</p> <p>Interview family and friends about their short-term goals.</p> <p>Assessment – record short-term goals, in plan provided by tutor.</p> <p>One-to-one tutorial to agree a goal.</p> <p>Assessment – record agreed goal.</p>
<p>Tutor-led discussion – ways to achieve goals and who can help in achievement of goals.</p> <p>Activity – match cards with ways to achieve goals for different individuals. Identify who can help each individual. Place cards in order of steps to take.</p> <p>Assessment – record who can provide support towards goal agreed (for assessment criterion 2.2) in plan.</p> <p>One-to-one tutorial to identify activities needed to work towards goal.</p> <p>Practical – record activities to be carried out in plan.</p> <p>Group discussion – how will I know what has been achieved?</p> <p>Practical – carry out agreed activities.</p> <p>Assessment – record activities carried out and indication of what has been achieved.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet the requirements of assessment criterion 1.1 learners must identify at least two personal skills and qualities required by employers, at least two skills applied in personal life and a brief overview of their interests. For 1.2 a completed checklist showing ranges 1-5 (1 being weak, 5 being strong) of their skills and qualities is sufficient.

Learners could use review paperwork, or appraisal and supervision paperwork from their workplace, if applicable, as supporting evidence. To meet 1.3 evidence could consist of a record of a discussion with their tutor outlining at least two skills or qualities the learner believes needs improvement.

To meet the requirements of 2.1 and 2.2 learners must show documented evidence of at least two short-term goals and an implied agreement with an appropriate individual to work towards one of these goals (documented evidence could include an informal contract or witness statement).

In order to meet 3.1 documentation from task 2.2 should be used, such as an informal contract or witness statement. To achieve 3.2 and 3.3 learners should produce evidence of diary entries, checklist results, completed plan and relevant signed evidence of discussion with tutors or appropriate individuals in order to ascertain what activities have been undertaken by the learner. Other supporting evidence that could be used where appropriate includes test results, review and tutorial paperwork, photographs and video footage.

Essential resources

Learners will need to have access to professionals who can support them in achieving specific goals, for example careers adviser, literacy or numeracy tutor. They will need appropriate tutor support and guidance.

Indicative resource materials

Websites

www.connexions-direct.com	Connexions – advice for 14-19 age group
www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork	Directgov – information on looking for work
www.fasttomato.com	Interactive career guidance and education for teenagers
www.lifecoachexpert.co.uk	Life Coach

Unit 2: Dealing with Problems in Daily Life

Unit reference number: D/502/0436

Level: Entry 2

Credit value: 2

Unit aim

This unit introduces learners to the concept of problem solving and helps them to develop skills to tackle problems in their daily lives.

Unit introduction

This unit concentrates on helping learners explore straightforward problem solving and offers opportunities to develop specific skills which will prepare them for problem solving in their daily lives. Learners will be supported in identifying straightforward problems and approaches to tackling them.

Learners are expected to apply a given practical or routine strategy when tackling the problem and to request support or advice if needed.

This is a practical unit designed to support learners in identifying problems and working towards solving them with the support of appropriate people.

Activities undertaken during this unit will promote a 'can do' attitude, an attribute that will be useful to learners throughout their lives and in particular during their working lives.

This unit contributes to learners' overall personal and social development. The practical approach used throughout the unit supports development of the skills needed to become independent problem solvers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Demonstrate an awareness of how to recognise straightforward problems	1.1 identify a straightforward problem 1.2 identify a way of tackling the problem, with appropriate support
2 Tackle straightforward problems	2.1 tackle the problem using a given procedure 2.2 ask for advice or support if needed

Unit content

1 Demonstrate an awareness of how to recognise straightforward problems

Straightforward problems: problems which individuals can resolve with advice and support; problems within daily life eg losing purse, forgetting door key, missing last bus home, losing mobile phone; personal problems eg choosing between employment and full-time study, health problems, difficulties in understanding coursework; family problems eg conflict about household chores; problems with other people eg friend being bullied, neighbours playing loud music

Recognition of problem: effects on individual eg losing purse – unable to pay bus fare or buy lunch; health problem – affect ability to complete course, neighbours playing loud music – disturbing sleep

Ways to tackle problems: consult appropriate people or organisations eg tutor, doctor, police, local council; discuss possible options eg discussing problem with neighbour, making official complaint to council, contacting police; consider personal safety; consider costs; decide on course of action

2 Tackle straightforward problems

Tackling problems: stay calm; plan actions; find out information eg telephone numbers, addresses, email addresses, opening hours; actions eg consult appropriate people, make a telephone call, write a letter, send an email, arrange a meeting, make an appointment, phone a helpline, collect information leaflets, use library, consult websites; check progress of actions

Procedures: procedures specific to problem eg difficulties in understanding course work – speak to current course tutor, ask for extra time to complete work, plan time for study, find out about availability of extra support in college, make an appointment with support tutor, follow advice of support tutor

Sources of advice and support: sources relevant to specific problem eg parent, friend, teacher, personal tutor, police officer, careers adviser, student counsellor, help lines, Citizens Advice Bureau, GP surgeries and health centres, government agencies, voluntary organisations

Essential guidance for tutors

Delivery

Problem solving is a difficult skill for learners to acquire and they will benefit from carrying out structured tasks. The activities chosen by tutors ought to reflect current issues with which learners are familiar.

In learning outcome 1 learners could be encouraged to define the term ‘straightforward problem’ and identify a range of straightforward problems faced at home, work and college using group thought showers.

Once learners have identified some appropriate problems they could carry out a warm-up activity of tackling one of the problems. This can be carried out in groups. This activity will promote identification of types of people and organisations that could support them to overcome the problem.

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.

Tutors must provide a list of suitable resources to help tackle the given problems and learners could be encouraged to identify relevant sources of support that match the problem given.

For learning outcome 2 delivery will differ depending on the problem-solving activities chosen. For example, if using case studies, learners could be encouraged to recall past experiences, if applicable, or consider media coverage of an exact or similar problem to suggest appropriate ways of resolving the issues.

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 – learners sort cards into straightforward and complex problems.</p> <p>Tutor-led discussion – types of straightforward problems.</p> <p>Group discussion – ‘What would happen if you lost your purse?’ ‘How would you feel?’ ‘What would be the result?’ Learners’ experiences of problems.</p> <p>Watch video/TV programmes – discuss effects of problems on individuals.</p> <p>Case studies – identify different problems with daily living, personal problems, family problems.</p> <p>Activity – quiz with multiple-choice questions about ways to tackle problems.</p> <p>Tutor-led discussion – reasons to choose correct way to tackle problems ‘What would happen if?’</p> <p>Assessment – ask and respond to straightforward questions to identify a straightforward problem and ways to tackle the problem.</p>
<p>Tutor-led discussion – thinking through ways to tackle problems.</p> <p>Role play – a scenario solving a straightforward familiar problem.</p> <p>Group discussion ‘Was this the best way to tackle the problem?’ ‘Was this the best order to do things?’ ‘Who could have given advice?’</p> <p>Guest speakers (different providers of support) – provide information on ways they help individuals tackle problems.</p> <p>Activity – paired work – selecting activities on cards needed to tackle straightforward problems in scenarios and placing cards in correct order.</p> <p>Practical – pairs or small groups with peer observation role play solving a problem.</p> <p>Group discussion – debrief and feedback.</p> <p>Assessment – role play of tackling a problem.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To meet the requirements of assessment criteria 1.1 and 1.2 learners should produce a list of common problems identified in home, work or college life. Assessment will differ depending on the problem-solving activity chosen and learners need to include in their list a problem that they are tackling in 2.1 and 2.2. For example, a completed questionnaire which matches a given case study would be sufficient.

Learners could role play scenarios before completing the questionnaires. Learners' answers must outline what the problem is, suggest ways of tackling the problem and identify correct procedures and appropriate support, if applicable.

Learners should produce a flow chart for 2.1 and 2.2 that clearly identifies a suitable way to try to solve the problem with appropriate support. If using role-play scenarios, evidence can be in the form of a witness observation sheet that demonstrates whether the learner has stated what the problem is, considered ways of tackling the problem, used correct procedures and called on appropriate support.

Essential resources

Learners will need access to professionals, for example a student counsellor, who can support them in solving a given problem. Local and national directories and internet access.

Indicative resource materials

Websites

www.citizensadvice.org.uk

Citizens Advice Bureau

www.connexions-direct.com

Connexions

Unit 3: Working as Part of a Group

Unit reference number: H/502/0437

Level: Entry 2

Credit value: 2

Unit aim

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

Unit introduction

This unit will help learners develop the skills required for working in a group through involvement in a group work task. Group work provides valuable opportunities for learners to build up a range of skills that help in the development of positive attitudes which are of particular value in education and employment. These skills include taking turns in discussion, collaborating and cooperating, extending ideas by sharing with others, and supporting and building on the contributions of others.

In this unit learners will, with support, review their achievements in group work in a stress-free situation, which will increase motivation and enhance self-esteem.

For learning outcome 1 learners will establish the ground rules needed for group work and participate in setting ground rules for a group work task. There will be an opportunity for learners to recognise their own role in a group.

For learning outcome 2 learners will carry out their agreed tasks with guidance. They will be able to demonstrate that they are able to ask for help and help others complete their tasks if necessary.

Finally learners will begin to develop self-analysis of their achievements and skills by deciding what aspects of the task they were able to complete successfully and which areas were less successful.

Completing this unit will contribute 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 Demonstrate an awareness of how to work with others in appropriate ways	1.1 participate in setting ground rules for working with others 1.2 relate basic information about the work to be carried out 1.3 identify their role in the group
2 Be able to demonstrate working as part of a group	2.1 carry out given tasks when working with others 2.2 ask for or offer help when required 2.3 identify what went well and what went less well

Unit content

1 Demonstrate an awareness of how to work with others in appropriate ways

Rules for working with others: behaviours eg respect others' contributions, listen to everyone in group, ask everyone's opinion, everyone should contribute, make decisions as a group, follow decisions made by group, help others, complete agreed tasks on time

Individual roles for group working: practical skills eg IT skills, encouraging others to work together, encouraging others to complete tasks, asking for help from other group members, helping others with tasks

2 Be able to demonstrate working as part of a group

Help other group members: ways of helping eg show group member how to do something, help another group member to complete their task

Ask for help from others: when to ask for help eg when instructions need explaining, to complete aspects of task

Complete own task: ways of completing task eg complete agreed task on time, complete task to satisfactory standard

Successful contributions to group work: ways of contributing eg asked for help from another group member

Recognising less successful contributions to group work: ways of recognising eg task not completed on time, did not offer to help others

Essential guidance for tutors

Delivery

The emphasis of this unit is on enabling learners to participate in group work.

The concept of ground rules could be explored through a practical task. Learners could be asked to complete a table-top display in groups of three within a specified timescale. After the task, the tutor could focus on what went well and what was less successful.

Group discussion could follow to identify what would have helped learners to complete the task. Key points could be collated on a flipchart. The purpose of rules could be further explored by considering a game of football with no rules, to illustrate the need for rules to be established and fair.

Group work tasks need to be identified for learning outcomes 1 and 2. Groups need to be made up of at least three people. Learners could be involved in selecting the task from a number of options suggested by the tutor, to ensure the task is manageable, achievable and matches the skills and interests of group members.

Having agreed the group work task, learners will need to be supported in establishing the ground rules. Learners could complete posters of the ground rules to display in the classroom to refer to throughout the unit.

At this level, each group will need to be assisted by the tutor to clarify the activities needed to carry out the particular group work task and allocate roles to individuals who have the potential to complete the activity. Information about the work and individual roles could be added to the poster.

Before learners begin their group working activities for learning outcome 2, the tutor could help them to draw up a checklist to record the group working skills included in the unit content, which they will be using during the task.

During completion of the group task learners at this level should be carrying out their own agreed activities in the group task with guidance from the tutor and know the steps required to complete the activities.

Learners will need support during individual tutorials to identify aspects of the task that they were able to complete successfully and areas which were less successful.

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>Role play a group activity with no rules, for example, a quiz.</p> <p>Tutor-led feedback – ‘What happened?’ ‘What rules would have improved the activity?’</p> <p>Group discussion to decide on rules for group work.</p> <p>Practical – posters of rules for group work.</p> <p>Group discussion to select small groups and choose a task from range of options.</p> <p>Tutor-led discussion – ‘How to decide individual tasks? How to make sure everyone is included? How to make sure one person is not left to do everything?’</p> <p>Small-group tutorials to support groups to allocate tasks.</p> <p>Practical – small-group work to record tasks and individual roles in a chart/template provided by the tutor.</p> <p>Assessment – witness statements to demonstrate contribution in setting rules and contributions in group tutorial to identify work to be carried out and role in the group</p>
<p>Practical – carry out group work task. Record help given and activities completed on given chart or template.</p> <p>Small-group tutorials on a regular basis to monitor progress.</p> <p>Small-group discussion – review completed group task.</p> <p>One-to-one tutorial to review individual success and what was less successful.</p> <p>Assessment – present chart recording tasks completed, help given, what went well, and what did not go well.</p>
Assessment feedback, review and evaluation of unit.

Assessment

Learners will need to take an active part in setting the ground rules for their group work for assessment criterion 1.1. For 1.2 learners need to list the individual tasks which are required for the group work and for 1.3 identify which of these tasks they will be responsible for. A leaflet or poster could provide the evidence.

Alternatively, a discussion between learners and tutor could be used as evidence, supported with a statement from the tutor that learners have provided all the evidence necessary to meet the assessment criteria.

For 2.1, 2.2 and 2.3, learners may use a checklist which records their group working skills as evidence and identify what went well and what did not go well. Alternatively, a witness statement provided by the tutor that learners have achieved each of the criteria may be used as evidence.

There are sufficient similarities in content for this unit to be delivered at Entry 2 and Entry 3 simultaneously and learners could then be assessed at the level appropriate to them.

Essential resources

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

Indicative resource material

Website

[www.shropshire.gov.uk/effectivepractice.nsf/viewAttachments/SERS-743B6D/\\$file/suitcase-game.pdf](http://www.shropshire.gov.uk/effectivepractice.nsf/viewAttachments/SERS-743B6D/$file/suitcase-game.pdf)

Shropshire Council

Unit 4: Developing Self

Unit reference number: M/502/0442

Level: Entry 2

Credit value: 2

Unit aim

The aim of this unit is to introduce learners to ways in which they can reflect on their personal development and how their personal skills, abilities and behaviours can be improved.

Unit introduction

In this unit, learners will be supported in carrying out an analysis of their personal strengths, abilities and behaviours. This reflection on personal development requires learners to confront a perceived weakness, with support plan strategies to develop their skill or behaviour, and work through activities to develop an agreed skill or behaviour. Learners will review their progress in self-development.

Overcoming particular problems results in increased self-confidence and self-esteem and gives individuals mechanisms for coping with even greater challenges in the future. This has benefits for learning and life in general.

For learning outcome 1 learners will, with support, recognise a personal strength or ability and identify one area which they need to develop.

Learning outcome 2 requires learners to develop one skill, ability or behaviour which they have recognised as being needed. With support they will set a target and work through activities to achieve their goal.

Finally, learners will, with support, review their progress in developing themselves, and identify one aspect which was successful and one area which was less successful.

Completing this unit successfully contributes 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 Be able to recognise their strengths and areas they need to develop	1.1 identify a personal strength or ability 1.2 identify an area for self-development
2 Recognise how to develop themselves	2.1 Identify a personal skill or behaviour they need to develop 2.2 agree with an appropriate person a suitable target to work towards 2.3 identify who will support them in developing the identified skill or behaviour 2.4 work through activities to develop the agreed skill or behaviour
3 Review their development	3.1 carry out a simple review of the progress they have made 3.2 identify what went well and what did not go so well

Unit content

1 Be able to recognise their strengths and areas they need to develop

Personal skills, qualities and abilities: communication skills eg speaks clearly, uses more than one language; practical skills, eg good at cooking, good at drawing, IT skills; personal qualities, eg reliable, punctual, confident, patient, friendly, helpful, kind, thoughtful

Recognising areas to develop: discussion with tutors, employers or line managers; acknowledging personal skills, qualities and abilities to develop eg communication skills to speak on the telephone; improving punctuality; learning to drive

2 Recognise how to develop themselves

Ways to develop self: have manageable, achievable goals; have clear target eg improve punctuality in attending school, college starting next week; know personal expectations eg I will need to set alarm clock every night, I will get out of bed when alarm rings, go to bed at a reasonable time on nights before college, reduce time spent on computer after 10pm; know who will provide support eg peers will send me text messages to remind me to set alarm; log progress

3 Review their development

Reviewing development: consider log of achievements; indicate successes; recognise less successful areas

Essential guidance for tutors

Delivery

The emphasis in this unit is on enabling learners to consider their personal skills, abilities and behaviours and as a result identify an area they need to develop. Learners will work through activities to develop personal skills or behaviour and review the progress they have made. The content of this unit needs to relate to the personal experience of individual learners and the outcomes will best be achieved through one-to-one discussions and tutorials. Learners at this level will need considerable support in recognising their strengths and the areas to develop.

The tutor could explore the generic concept of personal skills, qualities and abilities. It could be useful for learners to watch videos of different people, for example sportspeople, nurses, teachers etc. Learners could discuss in groups the skills, abilities and behaviours demonstrated by the different people. Whole-group discussion following group feedback could focus on strengths.

Tutors need to introduce the concept of weakness with an appropriate degree of sensitivity and tact as this is potentially a sensitive area. The people shown in the videos could be used to illustrate weaknesses, for example the sportsperson who gets angry when she loses a race, the nurse who is unable to use the computer. This will help learners to understand that everyone has strengths and weaknesses.

Individual tutorials will help learners to recognise their strengths and identify an area for self-development.

For learning outcome 2, further individual discussion will help learners to identify a specific personal skill or behaviour they need to develop and how it may be achieved.

Learners can include information in a personal logbook about their target, who will be able to help them and steps which they must take to achieve their goal. They will be able to use the logbook to record their progress.

Learners will need to be supported to complete the activities in their plan and encouraged to log their progress. The use of ticks or stickers may help to log progress.

Learning outcome 3 could be delivered through a one-to-one discussion between the learner and the tutor, using the logbook as focus for discussion about the learner's progress in self-development. Learners, with support, should be able to identify one aspect which was successful and one aspect which was less successful.

Throughout this unit, learners can record their self-development through the completion of personal logbooks. The logbooks could take a variety of formats, depending on the need of individual learners.

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>Watch video/TV programmes – discuss personal strengths and abilities demonstrated by different people.</p> <p>Group discussion – ‘Everyone has different strengths and abilities. Why is it important to recognise own skills and abilities? How can individuals identify their own skills and abilities?’</p> <p>Guest speaker – to speak about how confidence and self-esteem is supported by developing skills and abilities.</p> <p>Practical – checklist of skills and abilities. ‘What I do well’.</p> <p>One-to-one tutorial to identify area to develop.</p> <p>Assessment: record own skills and abilities and identified area to develop on checklist.</p>
<p>Tutor-led discussion – how to plan to develop personal skills. Need for:</p> <ul style="list-style-type: none"> • clear target • achievable outcome • know who can help • record of progress. <p>Activity – paired work, matching ways to develop personal skills to different case studies.</p> <p>Practical – plan own way to develop a personal skill or behaviour. Record plans in logbook provided by tutor.</p> <p>One-to-one tutorial to agree personal skill, activities and who will provide support.</p> <p>Practical – carry out activities in plan and record progress in logbook.</p> <p>One-to-one tutorial on a regular basis to monitor progress.</p> <p>Assessment: present evidence in logbook.</p>
<p>One-to-one tutorial to review progress and identify what went well and what was less successful.</p> <p>Assessment: using logbook, ask and respond to straightforward questions to review progress and identify what went well and what did not go well.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Evidence for all of the assessment criteria could be provided in the form of a logbook. Tutors are encouraged to use a variety of methods of recording the appropriate information in the log, depending on the individual learner. Alternative methods of evidencing may be used. Evidence from tutorials or one-to-one discussions with the learner, verified by the tutor, may be included in the log.

For assessment criterion 1.1 learners will need to give one strength or ability. For 1.2, learners will need to state one area of their personal skills, qualities and abilities they wish to develop, for example communication skills. This information could be evidenced in their logbook or any other tool selected to record their learning.

Assessment criterion 2.1 requires the learner to state a specific personal skill or behaviour they wish to develop, probably within an area identified for self-development in 1.2. For 2.2, learners need to discuss with a tutor (or other appropriate person such as an employer/line manager) and agree an achievable target. Learners need to state who will support them in achieving their target for 2.3. The information for 2.1, 2.2 and 2.3 can be recorded in the logbook during one-to-one discussions with the tutor and verified by the tutor.

Learners need to implement the activities to develop the skill or behaviour. These activities need to be recorded in the logbook and verified by the tutor for 2.4. Alternative forms of evidence may be used such as witness statements or video recordings.

The evidence for assessment criterion 3.1 may be a record of a one-to-one tutorial which includes discussion of the learner's progress in developing the skill or behaviour. For 3.2 the learner should, with support, identify one successful aspect and one aspect of their self-development which was less successful. This could be evidenced in the logbook.

There are sufficient similarities in content for this unit to be delivered at Entry 2 and Entry 3 simultaneously and learners could then be assessed at the level appropriate to them.

Essential resources

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

Indicative resource material

Website

www.lifecoachexpert.co.uk

Life Coach – information from ‘experts’ on many aspects of life

Unit 5: Managing Social Relationships

Unit reference number: A/502/0444

Level: Entry 2

Credit value: 1

Unit aim

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

Unit introduction

This unit aims to help learners recognise how to interact with others in everyday and familiar situations. 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 are guided and supported to 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 be encouraged to express their own simply, whilst showing respect for the views of others. They will be helped to recognise and use appropriate positive behaviours during social exchanges.

Learners will practise asking and responding to questions appropriately and develop their skills in familiar social situations. They will demonstrate, during an exchange with a familiar person, the skills they have learned.

Completing this unit will contribute to learners' overall personal and social development.

Learners will be supported in developing the knowledge and skills they will need to be more independent in managing their social relationships in the future.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Recognise how to interact with others in everyday and familiar situations	1.1 take part in an exchange with a familiar person about an everyday topic 1.2 use appropriate behaviours during the exchange 1.3 ask and respond to questions appropriately 1.4 express opinions simply and show respect for those of the other person

Unit content

1 **Recognise how to interact with others in everyday and familiar situations**

Participating in an exchange: practise participating in an exchange with a familiar person eg during a one-to-one tutorial session, a conversation with a sports leader, discussion with a peer

Appropriate behaviours: taking part actively; paying attention eg looking at people when they are speaking to you, nodding, smiling; beginning the exchange with an appropriate greeting and ending the exchange appropriately; speaking at the right volume; being polite; not standing too close; making eye contact; appropriate language with familiar and unfamiliar people

Questions and answers: practising asking questions for different reasons eg wanting to get information, making the other person feel you are interested in them, asking questions that need more than yes or no answers, answering questions with more than just yes or no, asking the person to repeat the question or saying you don't understand

Expressing opinions and respect for others: expressing opinions eg thinking about what you are going to say before you say it, thinking about a topic of conversation you can talk about; respecting the views of others eg knowing other peoples' opinions are not wrong if they are different from yours, not interrupting others when they are talking, avoiding tones of voice or gestures that may be seen as rude or aggressive

Essential guidance for tutors

Delivery

Tutors could make use of real situations in the classroom and around the centre to guide and support learners in developing and practising appropriate behaviours. Classroom or small-group discussions could be used to gather and shape learners' ideas on appropriate behaviours to use in various social situations.

Asking and answering questions effectively could be demonstrated and developed by the use of board games, puzzles and quizzes. Learners could take turns to interview each other on simple topics or visiting speakers could be interviewed on a topic that is of interest to the group.

Role play and examples from appropriate TV programmes, magazines or videos could be used to explore issues of respect for others. Class or small-group discussions could give the tutor opportunities to guide and support learners in expressing opinions sensitively. Learners could video each other in real or simulated situations and the tutor could use this to stimulate discussion, as well as peer and self-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>Group discussion – ‘What is appropriate behaviour to use when interacting with others?’</p> <p>Watch video/TV programmes – identify and discuss appropriate communication demonstrated by different people.</p> <p>Assessment: record appropriate communication behaviour used by any member of the group.</p>
<p>Tutor-led discussion on use of questions.</p> <p>Role play questions for different purposes, open and closed questions.</p> <p>Debrief and feedback.</p> <p>Group discussion – how to show respect during social interactions.</p> <p>Practical – small-group discussion on a given topic.</p> <p>Peer assessment of group discussion. Were individuals’ opinions respected? Was anyone interrupted?</p>
<p>Activity – learners prepare questions to ask about an everyday topic selected from a range provided by the tutor.</p> <p>Assessment: one-to-one tutorial reviewing learners’ abilities to use appropriate behaviour, to ask and respond to questions, express opinions and show respect for the other person.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

It is expected that 1.1, 1.2, 1.3 and 1.4 will be assessed in one activity.

Assessment for this unit should take place during naturally occurring social exchanges wherever possible. Tutors could assess learners during a one-to-one tutorial session or observe learners interacting with other learners, other tutors or another responsible adult.

Evidence of participation could be photographic, video or audio tape or observation record.

Learners could take part in an exchange outside of the educational establishment, for example at a recreational activity, or a social or religious group meeting, authenticated by a witness testimony, and have a short discussion about it with the tutor.

Essential resources

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

Indicative resource material

Websites

www.connexions-direct.com/index.cfm

Connexions

www.primaryresources.co.uk/pshe/pshe.htm

PSHE and citizenship resources

www.teachers.tv

Teaching resource

www.woodlands-junior.kent.sch.uk/customs/behaviour.html

Woodlands Junior School – information on British customs and behaviour

Unit 6: Individual Rights and Responsibilities

Unit reference number: F/502/0445

Level: Entry 2

Credit value: 1

Unit aim

The aim of this unit is to raise learner awareness of their rights and responsibilities as an individual.

Unit introduction

This unit helps learners to recognise that they have individual rights and responsibilities. It is important that individuals know what their rights are, as human beings and as citizens of their country, to be able to exercise those rights effectively and respect the rights of others. To function in society learners need to recognise that alongside individual rights they also have responsibilities to themselves and others.

In this unit learners will be helped to develop a basic knowledge of the human and legal rights they have as individuals. They will be guided in identifying some of the responsibilities they have for themselves and knowing from whom to get help in exercising their rights and responsibilities.

There will be the opportunity for learners to demonstrate what they have learned by identifying a right and a responsibility that are relevant to them.

Completing this unit will contribute to learners' overall personal and social development.

This unit learners will be help learners to develop knowledge of their individual rights and responsibilities that they can use in practical ways throughout their everyday lives.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Recognise that they have rights and responsibilities as an individual	1.1 identify an individual right which is relevant to them 1.2 identify a responsibility that they have for themselves 1.3 say who could help if they have problems with their rights or responsibilities

Unit content

1 **Recognise that they have rights and responsibilities as an individual**

Rights: knowing you have rights as a person eg because the law says so, because you are a human being identifying basic human rights eg clean and safe food and water, access to health care, access to education, protection from harm; identifying basic legal rights eg if you buy something from a shop and it doesn't work you have the right to get your money back, if you work more than a certain number of hours in a day you have the right to a meal break, if the police arrest you they must tell you why and inform someone that you are there

Responsibilities: knowing how to take care of yourself eg keeping yourself and your possessions safe, taking care of your health, telling someone if you have problems

Getting help with rights and responsibilities: who could help you with advice or information eg teacher, carer, counsellor, advocate, local council, police, telephone advice lines

Essential guidance for tutors

Delivery

Rights and responsibilities could be highlighted at first by using naturally occurring situations within the learning environment. Websites and other resources designed for citizenship or personal, health and social education (PHSE) in schools and colleges have appropriate information and stimulus material to get learners discussing rights and responsibilities. This could help learners to create their own scenarios illustrating people's rights and responsibilities in different situations.

The focus should be on learners describing rights as they apply to their own lives but they should be given simple information that helps them to see why those rights exist, for example learners could be directed to appropriate websites explaining human rights and legal rights. There is opportunity for visitors from appropriate agencies, for example Citizens Advice Bureau or community police, to speak to learners about how they can help people to exercise their rights and responsibilities.

Learners could be asked to illustrate some of the responsibilities they have for themselves at home, in education or at work by creating posters, cartoons or sketches. They could create a set of dos and don'ts for the learning environment to ensure rights are respected and individuals take some responsibility for themselves.

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 – learners sort cards into rights and luxuries.</p> <p>Tutor-led discussion – ‘What is the difference between a right and a luxury? What are basic human rights?’</p> <p>Practical – posters of human rights.</p> <p>Guest speaker – to speak about legal rights.</p> <p>Case studies – to identify legal rights.</p>
<p>Tutor-led discussion – ‘What responsibilities do you have at home?’ ‘What responsibilities do you have to others?’</p> <p>Role play – responsibilities to others.</p> <p>Activity – tutor-guided research to identify who can help individuals in case studies who have problems with their rights and responsibilities.</p> <p>Assessment: ask and respond to straightforward questions about a right and a personal responsibility and who can provide advice and support.</p>
Assessment feedback, review and evaluation of unit.

Assessment

Assessment criteria 1.1 and 1.2 require single examples of a relevant right the learner has and a responsibility they have for themselves. Each example should be clearly stated. To meet 1.3 learners must identify at least two different people who could help them with exercising their rights and responsibilities.

Learners could satisfy all three criteria by means of a simple presentation or they could take part in a structured discussion as part of a group or with the tutor. Learners could produce a poster, booklet or video diary on 'My rights and responsibilities'.

Situations within the school or college could be used, where the learner identifies a right or responsibility. Learners could work in pairs to question and answer each other on rights, responsibilities and who to get help from. These could be video recorded or evidenced by a tutor observation record.

There are sufficient similarities in content for this unit to be delivered at Entry 2 and Entry 3 simultaneously and learners could then be assessed at the level appropriate to them.

Essential resources

Learners will need access to appropriate resources explaining human rights and their legal rights.

Indicative reading

Websites

www.bbc.co.uk/schools/citizenx/being/rights/lowdown/rights_basics_1.shtml	BBC Schools – rights and responsibilities
kids.direct.gov.uk/resource_areas/html/games/kids_rights.htm	Directgov – game about 'kids' rights'
www.primaryresources.co.uk/pshe/pshe.htm	PHSE and Citizenship teaching resources

Unit 7: Community Action

Unit reference number: Y/502/0449

Level: Entry 2

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 the community.

Unit introduction

This unit helps learners identify a local community group and demonstrate their participation in a community activity. Government, police forces and other agencies see the involvement of individuals in their own communities as influential in reducing antisocial behaviour, crime and social isolation.

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

In this unit learners will be guided and supported in finding out about a local community group and what it does within the community. Learners will develop their skills by taking part in a practical community activity and will be encouraged to identify the benefits of this activity to others.

Completing this unit will contribute to learners' overall personal and social development. Participating in a community activity may improve learners' skills and provide experience that will be useful in everyday life and finding employment. It may also increase their confidence and willingness to be involved in community activities in the future.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Recognise local community groups	1.1 identify a community group in their local area and what it does
2 Be able to demonstrate how they participate in community activities	2.1 participate in a community activity that is relevant to them 2.2 identify how this activity benefits others

Unit content

1 **Recognise local community groups**

Identifying community groups: recognising what a community group is eg neighbourhood watch, friends of the local school or hospital, parent and toddler group, church groups; finding a local group eg look at notices in shops and other public places, do a search on the internet, ask at the local library, ask other people; finding out what local groups do eg look at the group's website if they have one, pick up a leaflet or brochure if they have one, telephone or meet the organiser and ask questions, go along to a meeting to find out what happens

2 **Be able to demonstrate how they participate in community activities**

Participating in community activities: finding a way to participate eg going to a group meeting, joining in a sponsored walk, helping to serve refreshments at an event, making items to sell for fundraising, helping to clean up a public area; identifying benefits to others eg sponsored walk raised money for a minibus for the youth group, clearing up the playground has made it safer for the children to play, serving hot drinks and chatting to new people helped them feel more comfortable

Essential guidance for tutors

Delivery

This is essentially a practical unit, which allows learners to carry out their own research and activities relevant to them, with support and guidance from the tutor.

In learning outcome 1 tutors could help learners to identify what community groups are, and what they do, by discussion and eliciting learners' prior experiences. They could provide source materials as examples to stimulate discussion. Learners could be directed to appropriate websites to help them find community groups in their local area.

Learners could visit their local library for information on local community groups. Visiting speakers from local groups could be invited to talk to the learners or be interviewed about their group and explain its activities. Learners could share experiences and information they have from existing or past involvement in community groups.

In learning outcome 2 learners need to demonstrate participation in a community activity and should be guided to choose an activity that is relevant to them. The whole group, or small groups of learners, could choose an activity to undertake together. Learners may already be involved in an activity outside of the learning environment that they can use.

Learners could practise skills they may need, for example attending a meeting or serving refreshments, in the learning environment before they go out into the community. After they have taken part in an activity learners could use visual displays, lists and discussion to identify how the activity has benefited others.

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 community groups? Eg activities for people with shared interests, to provide a service for people in the community, to take action on an issue of importance to the community.</p> <p>Paired research or visits – gather information about community groups in the local area.</p> <p>Paired presentation – information gathered.</p> <p>Activity – learners interview family/friends about their involvement in community groups.</p> <p>Guest speakers – local community groups to speak about the role of their group and how the individuals involved benefit.</p> <p>Assessment: record information in the format of a notice for display in the local library.</p>
<p>Group discussion to select community activity from a range of given options.</p> <p>One-to-one or small group tutorials to confirm choice for activity.</p> <p>Tutor-led discussion – ‘How will individual involvement be recorded?’ ‘What needs to be recorded?’ Use of a diary or logbook to keep records of individual involvement.</p> <p>Role play activities which relate to community activity.</p> <p>Debrief and feedback to include health and safety aspects and individual responsibilities.</p> <p>Practical – involvement in community activity.</p> <p>Assessment: present evidence of involvement in community activity and how others benefited, for example, diary or log, witness statement, photographs.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet assessment criterion 1.1 learners must name a community group in their area and give a brief description of what it does. Learners could do this by means of a simple presentation, creating posters or designing an advertisement to go in a newspaper or magazine.

To meet the requirements of 2.1 learners must take part in one community activity. (This could be, but does not have to be, within the community group identified for 1.1.) Evidence of participation could be through photographs, direct observation, a witness statement or a signed log.

Assessment criterion 2.2 requires the learner to identify at least two ways in which their activity has benefited others. Learners could demonstrate this by making a display or taking part in a discussion.

They may have evidence provided to the community group, for example a letter of thanks from a charity for monies received or a newspaper article detailing benefits to an individual or the community.

All of the assessment criteria could be incorporated into a single assignment in which learners name a local group, say what it does, join in an activity within that group and then identify the benefits to others. Learners could create a display in photographs, words and diagrams to evidence all the criteria.

There are sufficient similarities in content for this unit to be delivered at Entry 2 and Entry 3 simultaneously and the learners could then be assessed at the level appropriate to them.

Essential resources

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

Websites

www.bbc.co.uk/schools/citizenx/local/community/lowdown/index.shtml	BBC Schools – community groups
www2.btcv.org.uk/display/findgroup	British Trust for Conservation Volunteers group directory
www.communitygroup.co.uk	Community Group – helping to run a community group
www.direct.gov.uk/en/HomeAndCommunity/Gettinginvolvedinyourcommunity/index.htm	Directgov – directory of community groups
www.vinspired.com	Vinspired

Unit 8: Healthy Living

Unit reference number: L/502/0450

Level: Entry 2

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 encourage them to demonstrate activities which will improve their own lifestyle.

Unit introduction

This unit aims to help learners recognise, with support and guidance, the steps they need to take in order to live a healthy lifestyle. Healthy living is crucial to the physical, social and mental wellbeing of everyone. There is considerable concern from government 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 and develop the skills they need to identify and make contributions to their health.

In the first part of the unit learners will identify simple but significant factors affecting personal health, for example sensible eating, sleep, exercise, keeping clean, dental care and personal safety. They will be encouraged to examine their own daily activities and consider practical ways in which they can contribute to their healthy lifestyle.

Learners will be given the opportunity to demonstrate, by identifying and taking part in an activity, what they have learned about healthy living.

Successfully completing this unit will contribute to learners' overall personal and social development. Learners will be supported in learning how to make appropriate healthy living choices, developing their planning skills and knowing where to get help on healthy living issues.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Recognise the steps needed to lead a healthy lifestyle	1.1 identify what they can do to contribute to a healthy lifestyle 1.2 identify an activity which will make an improvement to their lifestyle
2 Demonstrate how they contribute to own healthy lifestyle	2.1 participate in an activity to contribute to a healthy lifestyle

Unit content

1 Recognise the steps needed to lead a healthy lifestyle

Healthy living choices: simple aspects of daily living to keep healthy eg keeping clean, taking care of your teeth, eating sensibly, drinking sensibly, not taking illegal drugs; taking exercise, getting enough sleep, keeping safe, not smoking; who can support you with healthy living eg doctor, dentist, carer, teacher; when to get help eg when ill or need advice, regular check-ups

Identifying an appropriate activity: finding a realistic activity eg how much time will it take, will it cost money, do I need any help to carry it out?; planning needed to take part eg booking a place at a sports session, allowing enough time to walk instead of catching the bus

2 Demonstrate how they contribute to own healthy lifestyle

Participating in activities: appropriate activities eg attending sport and exercise sessions, daily walk, preparing healthy snacks, keeping to a plan; getting help participating in the healthy living activity eg family, friends, teacher

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. The main focus should be on the learner developing knowledge that helps them to recognise aspects of healthy living and applying that knowledge to their own lifestyle.

In learning outcome 1, tutors should encourage learners to explore what is meant by a healthy lifestyle and guide them in identifying some of the factors that may be involved. This could be achieved through general discussions, examining case studies or excerpts from appropriate, popular TV programmes. (Tutors will need to review the content and suitability of these, taking into account the age, maturity and understanding of their particular learners.)

Learners could use interactive websites on healthy eating. If suitable facilities are available, simple, practical food preparation activities could be planned and carried out as a group and, if not, learners could produce visual examples of healthy meals. They could categorise examples of foods into those that are good for you and those that are less good for you; this could be done using games or puzzles.

Tally charts, diagrams or diaries could be used for learners to record the amount of exercise and sleep taken each day. The tutor could then lead discussions to identify the benefits to health. Learners could access practical sports and fitness activities within the learning environment or through activities provided by clubs, charities or local council facilities to learn about the benefits of fresh air and exercise.

Personal hygiene and dental care will need to be addressed sensitively, taking into account cultural differences and personal circumstances. Learners could create posters, diagrams or cartoons depicting some of the issues. DVD or video programmes which give entertaining but factual information on health topics can sometimes be borrowed from the local health authority health promotion unit. Visits could be arranged to dental hygienists, doctors' surgeries or chemist shops where learners could be given relevant information.

Simple guidelines on keeping safe could be drawn up through discussion, examples from the popular press or giving 'what if?' scenarios to small groups. Aspects of personal safety could be addressed by a visit from the local community police officer, road safety officer etc. Learners could use appropriate interactive websites, worksheets and puzzles to identify hazards to personal safety and find solutions.

For learning outcomes 1 and 2 learners will need to have support and guidance in planning and participating in their chosen activity, perhaps in one-to-one or small group tutorials. 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, home responsibilities. Tutors should support learners to use the knowledge they have gained throughout learning outcome 1 to identify a simple activity they could undertake to improve their lifestyle. The whole class or small groups could agree an activity to complete together inside or outside of the learning environment, supervised by the tutor, for example a walking group or sharing the production of healthy mid-morning snacks.

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 is needed for a healthy lifestyle?’</p> <p>Identification of aspects which contribute to healthy living.</p> <p>Watch video/TV programme – discuss lifestyle of individuals. Are they following a healthy lifestyle?</p> <p>Visits – to collect leaflets about healthy living.</p> <p>Paired research – healthy lifestyle advice from leaflets, internet, magazines.</p> <p>Practical – group display of healthy living advice.</p> <p>Guest speaker/s – to speak about advice for healthy living and who can provide support.</p> <p>Case studies – identify ways individuals can improve their lifestyle.</p> <p>Activity – quiz with multiple-choice questions.</p> <p>Practical – checklist of own lifestyle.</p> <p>One-to-one tutorial to select an activity to improve health.</p> <p>Assessment: using checklist ask and respond to straightforward questions about own contribution to a healthy lifestyle and an activity to improve their lifestyle.</p>
<p>Practical – participation in an individual or group healthy lifestyle activity, for example involvement in a sporting activity outside the learning environment, a whole-group ramble, preparation of healthy snacks.</p> <p>Assessment: evidence of individual participation in the activity through witness statements or photographic diary.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To achieve assessment criterion 1.1 learners must identify at least two possible contributions to a healthy lifestyle. They must cover different aspects of healthy living, for example two ideas all related to sensible eating is not acceptable. Learners could do this by producing a poster or leaflet, taking part in a structured discussion or answering questions.

To meet the requirements of 1.2 learners must identify an activity that would make an improvement to their lifestyle. Learners should receive guidance and support from the tutor in selecting suitable healthy living activities. This could include a list with a variety of suggestions such as taking up a sport, walking, swimming or eating well. Tutors should not, however, direct learners to a specific activity they must choose.

Evidence for 2.1 could be a completed written or photographic diary, tutor observation reports, witness testimonies or evidence from another recognised activity for example Duke of Edinburgh record book or signed record of attendance at a sports club. Activities could be carried out as a group or in the classroom as long as each individual learner has evidence of their participation.

All the criteria could be integrated into one task where learners describe at least two healthy living activities across different aspects and then select one that particularly interests them and carry it out.

There are sufficient similarities in content for mixed groups of Entry 2 and Entry 3 learners to be taught simultaneously but to be assessed at the level appropriate to the individual.

Essential resources

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

Indicative resource material

Websites

www.connexions-direct.com	Connexions – information and advice for young people
www.dentalhealth.org.uk/faqs/browseleaflets.php	British Dental Health Foundation– information leaflets
www.eatwell.gov.uk/healthydiet	Food Standards Agency
www.essex.police.uk/advice/v_you_02.php	Essex Police – information on personal safety
www.fdf.org.uk	Food and Drink Federation
www.nutrition.org.uk	British Nutrition Foundation
www.rosipa.com/roadsafety/resources/teachers.htm	Royal Society for the Prevention of Accidents
www.salford-pct.nhs.uk/documents/LD/PlymouthProject05/GoingToTheDoctor.pdf	Salford Primary Care Trust – leaflet <i>Going to the Doctor</i>

Unit 9: Preparation for Work

Unit reference number: R/502/0451

Level: Entry 2

Credit value: 2

Unit aim

The aim of this unit is to encourage 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

This unit aims to help learners recognise the skills and qualities needed for working life and personal career opportunities. 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 basic knowledge and simple skills needed to help and support them to identify and prepare for career opportunities.

In this unit learners will be encouraged to explore some of the skills and qualities which employees need and will be helped to identify their skills and personal qualities. They will find out about possible job roles and identify a potentially suitable job role.

Learners will be supported in preparing key personal information they will need to supply for such a role.

The unit begins by getting learners to recognise the skills and qualities needed for working life and then to identify personal career opportunities.

Completing this unit will contribute to learners' overall personal and social development.

The unit will help develop skills needed to increase their likelihood of securing suitable employment, achieving 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 Recognise the skills and qualities needed for working life	1.1 identify some personal skills and qualities which employees need 1.2 identify their own personal skills and qualities
2 Recognise personal career opportunities	2.1 identify a suitable job role which interests them 2.2 provide key personal information needed to apply for such a job role

Unit content

1 **Recognise the skills and qualities needed for working life**

Skills and qualities needed by employees: identifying some personal skills and qualities needed for employment eg looking at job advertisements to identify the skills and qualities needed, using work experience or simulations to identify skills and qualities needed for employment

Own personal skills and qualities: identifying own personal skills and qualities eg using a prepared list of skills to check off those relevant to themselves, listing skills gained from education and other life experiences, undertaking questionnaires or quizzes designed to highlight personal qualities

2 **Recognise personal career opportunities**

Potential job roles: finding out about potential job roles eg choosing a role which interests them from a selection of potential jobs, observing the job roles of others, taking part in a work experience placement

Providing key information: providing personal information eg practising filling in personal details on an application form, listing education and other experiences, practising answering questions about own experiences; selecting key information to present in a portfolio eg finding relevant certificates, qualifications, evidence of personal achievements

Essential guidance for tutors

Delivery

In learning outcome 1 learners should be guided and supported to identify skills and qualities needed for working life. They could look at examples of employees in real life for skills demonstrated by a shop assistant, serving staff in a fast-food outlet, reception staff in a hotel or medical centre and discuss with the tutor the skills or personal qualities demonstrated. Learners could ask employees questions about the skills and qualities needed for their jobs. Learners could role play workplace situations to stimulate and share ideas.

The tutor could provide tick charts or checklists of the skills and personal qualities needed for employment and learners could use them to identify their own or each other's skills and qualities. Learners could undertake quizzes or questionnaires designed to highlight personal qualities. Particular skills could be practised using simulated work environments, for example taking orders or sorting post.

For learning outcome 2 learners could investigate potential job roles by undertaking work experience placements or by observing in the workplace. They could be given a selection of simple job descriptions or helped to search appropriate internet websites in order to recognise the job opportunities available. Learners could then discuss their results with the tutor and select one they prefer.

Interviews with careers advisers could be arranged to help the learner to find out about the roles that would suit their experience, qualifications and interests.

The careers adviser may use specialist software designed to help learners analyse their suitability for certain types of employment, for example *kudos*, *fast tomato*.

Tutors should help learners to identify the key personal information needed for making a job application. This could be carried out using role play, practising answering simple interview questions, filling in a dummy application form with support, collecting evidence to take to an interview, using a template to fill in personal information needed for an application or supporting learners in making a real application, 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>Tutor-led discussion – what skills and qualities are needed for work?</p> <p>Watch videos/TV programmes – discuss skills and qualities demonstrated by people in different jobs.</p> <p>Group activity – identify skills and qualities employers are asking for in different job advertisements.</p> <p>Interview family or friends about the skills and qualities needed for their jobs.</p> <p>Case studies – to identify different skills and qualities needed for different jobs.</p> <p>Practical – make a poster advertising a job and the skills and qualities required.</p> <p>Guest speaker – employer or human resources manager to speak about skills and qualities needed for work.</p> <p>Simulations of work situations for learners to practise skills needed in work, for example listening, reading and following instructions, recording a telephone conversation.</p> <p>Practical – checklist of personal skills and qualities. ‘What I do well’.</p> <p>One-to-one tutorial to discuss skills and qualities.</p> <p>Assessment: ask and respond to straightforward questions about personal skills and qualities needed for work and their own skills and qualities.</p>
<p>Practical – visit/work shadowing/work experience to observe job roles.</p> <p>Tutor-led discussion – ways to find suitable job roles:</p> <ul style="list-style-type: none"> • Connexions • local newspapers • internet • interview with careers adviser. <p>Activity – tutor-supported individual research to identify a job role.</p> <p>Practical – collect personal information required for an application.</p> <p>Practical – complete a simulated application form using personal information collected.</p> <p>Assessment: learner presents completed application for chosen job role.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To meet the requirements of assessment criterion 1.1 learners must identify at least two personal skills and qualities which employees need. They could create a poster advertising a job or role play an employee demonstrating the necessary skills and qualities.

To fulfil 1.2 learners must describe at least two personal skills or qualities they possess. Learners could achieve 1.2 through using a checklist of personal skills and qualities and identifying those they think they have. Alternatively, they could present evidence from work experience, paid or voluntary work undertaken.

To meet 2.1 learners must identify one potential job role and say why it interests them. They could do this in a structured discussion with the tutor. (They could link this to the activity undertaken for 1.1.)

To meet 2.2 learners must prepare the key personal information needed to apply for their chosen job role. This information must include personal details, education and employment, and achievements and interests. 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 shown by using a template to fill in the personal information needed for an application or collecting a portfolio of evidence intended to be used to make an application in the future.

Learners could complete one overall assignment, covering all the assessment criteria, where they create a job search file in which they record a job role they are interested in, list some of the personal skills and qualities needed for that role, identify some of their skills and qualities and prepare a simple file of personal information needed to apply for that job.

There are sufficient similarities in content for mixed groups of Entry 2 and Entry 3 learners to be taught simultaneously but to be assessed at the level appropriate to the individual.

Essential resources

Learners will need access to suitable job search resources and careers advice.

Indicative resource material

Websites

www.connexions-direct.com/index.cfm?pid=65	Connexions – information and advice for young people
www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork	Directgov – information on looking for work

Unit 10: Managing Own Money

Unit reference number: Y/502/0452

Level: Entry 2

Credit value: 2

Unit aim

This unit aims to give learners simple knowledge and practical skills in budget planning and making transactions to help them manage their personal finances.

Unit introduction

Being in control of your finances is a skill that is essential in living independently, maintaining a home and family or running a business. Therefore learning how to manage your money is useful to people at any stage or in any walk of life, especially because of concerns over the growing number of people getting into unmanageable debt.

In this unit learners will be guided and supported to identify their weekly income, identify the items they will need to spend money on and use this information to prepare a simple, weekly budget plan.

Learners begin the unit by identifying different methods of paying for purchases and practise using simple calculations when making a purchase.

Learners will develop simple knowledge and practical skills they can use to help them to manage their everyday personal finances more effectively.

Completing this unit will contribute to the development of 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 Recognise their income and expenditure	1.1 identify their weekly income 1.2 identify items they need to spend money on 1.3 prepare a simple personal weekly budget
2 Know how to carry out simple transactions	2.1 demonstrate paying for an item 2.2 make simple calculations when paying for an item

Unit content

1 Recognise their income and expenditure

Planning a personal budget: identifying weekly income eg earnings, Education Maintenance Allowance (EMA), allowance from parents/guardians; listing items to be paid for during the week eg lunches, bus fares, magazines, drinks, stationery, going to the cinema; calculating a simple weekly budget eg adding up total income for the week, adding up the cost of items to be purchased each day to reach a weekly total, subtracting total spending from total income; preparing the budget eg using a simple budget calculator or pre-prepared accounts sheet.

2 Know how to carry out simple transactions

Making purchases: choosing how to pay eg cash, cheque, debit card; making sure you are paying the right amount eg adding up several items to work out the cost, checking your change, checking the amount before signing or entering your PIN number for card purchases, filling in a cheque with words and numbers; practise paying for items eg buying a sandwich and a drink for lunch, buying items of stationery for making posters.

Essential guidance for tutors

Delivery

This unit gives learners the opportunity to learn and practise everyday money management skills relevant to their own lives. They should be encouraged to find and use up-to-date, factual information in a way that is relevant to them. However, tutors will need to ensure that any personal information learners divulge as part of learning or assessment activities is respected and kept confidential.

In learning outcome 1 tutors could supply a checklist of possible sources of income and learners can tick those that apply to them and supply the figures. Learners could then list all the things they have spent money on that day. They could compare their lists and decide whether these are items they buy every day or once a week.

Having identified their income and outgoings learners could practise creating daily and weekly budget plans by being given partly-filled-out examples to complete. They could create their own daily budget and build that up into a weekly one.

Learners could use simple, pre-prepared accounts sheets or budget calculators. They should practise adding up totals of income, subtracting outgoings and identifying whether there is anything 'left over'. They could do this using examples or checking each other's work.

For learning outcome 2 naturally occurring situations or simulations in the learning environment could be used as opportunities for learners to practise making transactions and using appropriate calculations, for example adding up the cost of two purchases and estimating the change due from a pound.

Learners could hold a 'bring and buy' sale and practise making purchases from each other. Old and invalid bankcards and cheques could be used for learners to practise using them safely. Learners could make posters or act out sketches identifying the main things to remember when making purchases.

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 study – to identify sources and weekly income.</p> <p>Activity – record sources of income and weekly income of individual in case study using a budget template.</p> <p>Activity – team quiz to identify weekly expenditure of individual in case study, for example ‘Her return bus fare to school/college is £2.50. How much will she spend on fares a week?’ ‘She buys a 50p newspaper every day. What will she need every week?’</p> <p>Tutor demonstration of how to record expenditure and weekly costs using budget template on flipchart or board. ‘Will she have any money left at the end of the week?’</p> <p>Activity – practise using template with different case studies.</p> <p>Activity – personal sources of income against a checklist. Calculate personal total weekly income from all sources. Record using template.</p> <p>Activity – calculate weekly personal expenditure. ‘What do I need to buy each day?’ ‘How much will these items cost me every week?’ Record information using budget template.</p> <p>Assessment: learners present personal budget template.</p>
<p>Tutor-led discussion – different ways to pay for items:</p> <ul style="list-style-type: none"> • cash • debit card • cheques. <p>Practical – visits to shops to practise transactions, paying for two items with cash and calculating change required for a pound.</p> <p>Group activity – fundraising activity, for example a charity coffee morning. Learners take turns selling and giving change.</p> <p>Tutor-led discussion – using a debit card. ‘What is the PIN?’ ‘How to remember your PIN’.</p> <p>Practical – posters – how to use a debit card.</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 to evidence learner paying for an item and making simple calculations.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To meet the requirements of assessment criterion 1.1 learners must identify their weekly income. For 1.2 they must identify items they will need to spend money on. They could do this by taking part in a discussion, creating posters or lists, but this evidence would usually naturally fall into the weekly budget plan prepared for 1.3.

A simple weekly budget plan can be presented in any suitable format, for example simple accounts sheet, pre-prepared spreadsheet or a printout of their completed online budget planner to satisfy 1.3.

To meet 2.1 the learner must demonstrate paying for an item. This could be evidenced by direct observation or witness statement. It could be achieved through a naturally occurring situation, in or out of the learning environment, or through a simulation.

To meet criterion 2.2 the learner, when making their transaction, must use at least two simple calculations, for example adding the 20p they require for an apple to the 30p they need for a banana to know the total cost of their two purchases or checking their change from a £1 coin.

There are sufficient similarities in content for mixed groups of Entry 2 and Entry 3 learners to be taught simultaneously but to be assessed at the level appropriate to the individual.

Essential resources

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

Indicative resource material

Websites

www.connexions-direct.com/cxd-i/index.cfm?pid=290&page=1	Connexions – flash guide to saving <i>Managing your Money</i>
www.natwestf2f.com/natwest/11to14/bankonit/bank_on_it.asp?page=MONEYSSENSE/11_TO_14/BANK_ON_IT	NatWest – module on banking and saving
www.ucas.com/students/studentfinance/managing_money/budgeting	UCAS – information on managing money

Unit 11: Working Towards Goals

Unit reference number: D/502/0453

Level: Entry 3

Credit value: 2

Unit aim

The aim of this unit is to help the learner understand how to identify and work towards goals appropriately.

Unit introduction

This unit helps learners to examine their strengths and weaknesses in relation to personal and social skills development. It is a practical unit designed to support learners in identifying realistic goals and to work towards meeting them with the support of a range of people who could help them to build on existing strengths and areas they need to improve. To plan for improvement, learners will be encouraged to participate in self-evaluation, peer and tutor assessment of existing weaknesses.

In the first part of the unit learners will be guided in identifying a range of appropriate sources of support and engage in structured activities leading to the success of a short-term goal within a specific timescale which will promote their independence in personal and working life.

Learners will then be encouraged to review their progress in order to identify how effective they have been in following an agreed plan to achieve their short-term goal.

Completing this unit will contribute to learners' overall personal and social development. It will foster skills necessary to become independent in planning, reviewing and achieving of short-term goals.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Be able to identify goals	1.1 state their strengths and what they need to improve 1.2 identify an appropriate short - term goal to work towards 1.3 agree the goal with an appropriate person
2 Be able to plan how to meet their agreed goal	2.1 identify what needs to be done to work towards the goal 2.2 identify sources of support to help achieve their goal 2.3 say what the deadlines are for achieving the goal
3 Follow a plan to achieve an agreed goal	3.1 carry out activities to achieve the goal 3.2 review their progress towards achieving the goal 3.3 identify whether the goal has been achieved

Unit content

1 Be able to identify goals

Strengths and weaknesses: identifying own 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 – positive body language, listening, reliability, trustworthiness, patience, friendliness, team skills, punctuality, emotional responses

Short-term goals: types of short-term goal eg improving numeracy, literacy and/or IT skills, improve punctuality at school/college/work developing specific communication skills and social skills, following a healthier lifestyle, identifying if goals are achievable and measurable

Agree the goal with appropriate person: appropriate people eg careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician

2 Be able to plan how to meet their agreed goal

Working towards the agreed goal: attending training on offer from eg employer, job centre, college, school; creating an agreed plan; keeping a diary of events; peer and self-assessment, creating a code of conduct and agreeing rights and responsibilities

Sources of support: people who provide support eg careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach; resources eg the internet, library books

Deadlines: specific timescale for short-term goal

3 Follow a plan to achieve an agreed goal

Follow plan: keeping to agreed plan; keeping a diary of events

Review progress and identify what has been achieved: reviewing completed tasks through discussion with peers and professionals, diary reflection, checklists and questionnaires, review and tutorial paperwork

Essential guidance for tutors

Delivery

For learning outcome 1 learners should be supported in examining their strengths and weaknesses in personal and social skills. Tutors could devise a checklist of skills and qualities and learners could complete this in order to identify their strengths and weaknesses. Learners could reflect on their skills gap and identify one area they would like to improve in the short term which could relate to college, work or personal life.

Learners could use review paperwork, or appraisal or supervision paperwork from the workplace if applicable, to support this task. Once learners have identified areas for improvement they could be encouraged to set a realistic short-term goal and agree working towards achievement of the goal with the support of an appropriate person.

Learners could be guided and supported to identify the difference between long- and short-term goals, perhaps by examining a range of case studies (real-life stories of achievement in the media, for example in popular magazines). Learners could produce a chart which outlines activities that are required to achieve a specific goal given by the tutor for example hand out cards with a range of goals – for example finding a part-time job, decorating a bedroom, planning a party.

Learners could be encouraged after this suggested task to compare peers' goals and identify activities that will be required in order to achieve their own goal. Implied agreement must be defined by the tutor. Learners could sign documentation to reflect agreement of their chosen short-term goal with an appropriate person.

For learning outcome 2 tutors should encourage learners to identify the steps required to achieve their specific goal. The use of case studies as specified in learning outcome 1 could act as a prompt for learners to consider typical stages of goal development. Learners must be guided in selecting appropriate individuals who could support them to achieve their goal. Guest speakers, for example a Connexions adviser, dietician or sports coach, could be used to help learners identify the types of individuals available in achieving specific goals. A list of resources could be created by the tutor and given to the learner for them to identify relevant sources of information that they could use independently.

Learners could be advised on the importance of deadlines and given scenarios of possible consequences of failing to meet deadlines. Learners could be supported in estimating timescales for the achievement of their chosen goal. At this stage learners could start making diary entries to view progress; this links to learning outcome 3. Tutors could provide a chart which learners will use to enter achievement of activities towards their goal.

For learning outcome 3 tutors could give examples of procedures for recording and reviewing progress. Learners could complete the chart provided by the tutor as specified in learning outcome 2 by recording achievement of specific activities leading to their goal.

Tutors could encourage learners to reflect on diary entries, checklist results and discussion with peers, tutors and other support in order to identify what has been achieved. Tutors could identify at least three review dates with the learner in order to assess progress.

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>Small group work – learners select a famous person who is successful to identify the skills and qualities which contributed to their success.</p> <p>Practical – posters of skills and qualities of successful people.</p> <p>Practical – complete checklist of skills and qualities.</p> <p>Assessment – identify strengths and what needs to be improved. Record on chart provided by tutor.</p> <p>Group discussion – ‘What are goals?’ ‘Why do we need goals?’</p> <ul style="list-style-type: none"> • identification of short-term goals • achievable goals. <p>Case study – identify short-term goals which are realistic.</p> <p>Interview family and friends about their short-term goals and how they were achieved.</p> <p>Assessment – identify a personal short-term goal. Record on chart provided by the tutor.</p> <p>One-to-one tutorial to agree a goal.</p> <p>Assessment – ask and respond to straightforward questions to agree an appropriate short-term goal.</p>
<p>Tutor-led discussion – ways to achieve goals and who can help in achievement of goals.</p> <p>Research – people who can provide support to help achieve different goals.</p> <p>Guest speakers – to talk about support they can provide.</p> <p>Case studies – individuals with different short-term goals to identify steps to take to achieve their goal.</p> <p>Tutor-led feedback – are the steps manageable in the short-term? What are the implications of not meeting the goals?</p> <p>Assessment – record activities needed to work towards goal agreed for assessment criterion 2.2, sources of support and deadlines on chart provided by tutor.</p>
<p>Group discussion – ‘How to monitor progress and achievement of goals?’</p> <p>Practical – carry out planned activities.</p> <p>Assessment – record progress on chart and identify whether goal has been achieved.</p>
Assessment feedback, review and evaluation of unit.

Assessment

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

To achieve 1.2, evidence of a discussion with the tutor outlining learners' chosen short-term goals should be produced.

To achieve 1.3, documentation which reflects an implied agreement of the 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 2.1, 2.2 and 2.3, learners must complete a chart 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.

To meet 3.1, learners must produce appropriate evidence which supports their chart in order to ascertain what activities have been undertaken. This can be in the form of photographs, video footage, witness statements, employer feedback, review and tutorial paperwork.

To meet 3.2 and 3.3, documented evidence of learners taking part in regular reviews with their tutor will be sufficient.

Essential resources

Learners will need to have access to professionals who can support them in achieving specific goals, for example careers advisers, literacy and numeracy tutors.

Websites

www.connexions-direct.com/index.cfm?pid=65	Connexions – information on getting a job
www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork/index.htm	Directgov – information on looking for work
www.fasttomato.com/index.aspx	Interactive career guidance and education for teenagers
www.lifecoachexpert.co.uk	Life Coach – information from 'experts' on many aspects of life

Unit 12: Dealing with Problems in Daily Life

Unit reference number: H/502/0454

Level: Entry 3

Credit value: 2

Unit aim

This is a practical unit aiming to help learners identify a variety of straightforward problems and explore strategies and procedures for tackling them.

Unit introduction

Learners will review approaches used to tackle a specific problem and evaluate the final outcome with the support of appropriate professionals and organisations.

Learners will be given the opportunity to choose from a range of given problems or decide on tackling a problem which affects their school, college or them personally.

Activities undertaken during this unit will promote a positive ‘can do’ attitude and this attribute will be useful to learners throughout their lives, in particular during their working life.

The unit begins with learners recognising a problem. They then have to work out how to tackle this problem, before finally carrying out a review of problem solving.

Completing this unit will contribute to learners’ overall personal and social development.

The practical approach used throughout the unit will support the development of skills that learners need to solve problems independently.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand how to recognise a straightforward problem	1.1 identify a straightforward problem that they can tackle 1.2 share ideas on how to tackle the problem with an appropriate person
2 Tackle a problem	2.1 identify a way to tackle the problem 2.2 carry out activities to tackle the problem 2.3 ask for appropriate advice
3 Be able to carry out a review of their progress towards solving the problem	3.1 review their progress in tackling the problem 3.2 identify what went well and what did not go well

Unit content

1 Understand how to recognise a straightforward problem

Straightforward problems: problems which individuals can resolve with advice and support; problems with daily life eg leaving purse on train, travelling to work in a transport strike, washing machine breakdown, power cut at home, missing last bus home; personal problem eg long-term health problem, deciding to change course, benefit not received; family problem eg conflict about going out at night; problems with other people eg friend being bullied, neighbours playing loud music; community problem eg litter in college, no recycling facilities

Recognition of problem: effects of problem eg benefit not received – unable to buy food, heat home, pay rent or travel to college; missing last bus home – may choose unsafe option, walk home alone, share a lift with strangers

2 Tackle a problem

Ways to tackle problems: discuss options with appropriate people relevant to problem, eg parent, friend, teacher, personal tutor, police officer, careers adviser, student counsellor, representative on student council; contact organisations for advice eg helplines, Citizens Advice Bureau; contact organisations to request services eg electricity, gas company; consider personal safety; consider feasibility; consider costs; decide on course of action; record plans for action

Procedures: stay calm; plan actions; find out information; keep record of actions; procedures specific to problem, eg deciding to change course – speak to current course tutor, consult careers adviser, research courses on internet, look at career prospects, consider costs, consider time needed to complete application for new course, attend interview

Sources of advice and support: sources eg websites, yellow pages, libraries, GP surgeries and health centres; government agencies eg Benefit Agency, utilities eg gas company, water company; voluntary organisations eg Bullying UK

3 Be able to carry out a review of their progress towards solving the problem

Reviewing progress in solving a problem: consider actions taken; were problems solved as a result of actions; what actions were successful; what actions were less successful

Essential guidance for tutors

Delivery

To help develop the skills for problem solving learners will benefit from structured tasks. The activities chosen by tutors ought to reflect current issues with which learners may be familiar.

In learning outcome 1 learners should be encouraged to define the term ‘problem’ and identify a range of common problems faced at home, work and in college life using group thought showers. Once learners have identified some appropriate problems they could carry out a warm-up activity of tackling one of the problems. This could be carried out in groups.

This activity will promote the identification of types of people and organisations that could support them in overcoming the problem. Picture cards which illustrate social skills problems would be useful in stimulating discussion which relates specifically to this unit.

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 school or college.

Tutors could encourage learners to become involved in student council meetings if they have decided to look at a problem faced by the latter. Review and tutorial paperwork could be made available for reference if learners have chosen to tackle a personal problem relating to school or college.

For learning outcome 2 delivery will differ depending on the chosen or given problem. For example if case studies are used, learners could be encouraged to recall past experiences, if applicable, or consider media coverage of an exact or similar problem to suggest appropriate support and procedures for resolution. Tutors must provide a list of suitable resources to help tackle the ‘given’ problems and learners could be supported in identifying relevant sources of support that match their ‘chosen’ problem.

Learners will need to create a basic plan which details activities required to tackle the problem. This plan could be used to record their progress and viewed frequently by tutors to ensure the learner is proactive. Wherever necessary guidance could be given which encourages the learner to consider alternative activities, support and resources.

For learning outcome 3 tutors must encourage learners to document their progress in the plan outlined in learning outcome 2. Learners must collate supporting evidence, for example minutes of meetings, review paperwork, documented discussion with others, witness statements, observation reports, individual learning plan and photographs, to review their progress and identify what went well and what did not go so well.

As an example of good practice tutors could encourage learners to set new targets as a result of the review process to 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>Tutor-led discussion – types of straightforward problems.</p> <p>Group discussion – ‘What would happen if you missed the last bus home?’ ‘How would you feel?’ ‘What would be the result?’ Learners’ experiences of problems.</p> <p>Case studies – identify effects of different problems with daily living, personal problems, family problems, community 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 straightforward problems they have tackled.</p> <p>Guest speakers (different providers of support) – provide information on ways they help individuals tackle problems.</p> <p>Research – sources of advice and support to tackle problems in case studies.</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>One-to-one tutorial to identify a straightforward problem to tackle.</p> <p>Assessment – ask and respond to straightforward questions about a straightforward problem and ways to tackle the problem.</p>
<p>Group discussion – how to plan to tackle problems. ‘What needs to be considered when planning?’</p> <p>Tutor demonstration of planning problem solving using a template.</p> <p>Practical – use a template to record a way to tackle the problem identified for assessment criterion 1.1 and actions needed.</p> <p>Practical – carry out planned activities.</p> <p>Assessment – record way to tackle problem, activities carried out and advice sought in template.</p>
<p>One-to-one tutorial to review effectiveness of problem-solving actions.</p> <p>Assessment – use template to record activities which were successful and those which were less successful.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet the requirements of entire assessment criteria 1.1–3.2 learners must complete a plan which outlines their chosen or given problem. This plan is a working document which should reflect changes made during the problem-solving process.

To meet the requirements of 1.1 learners must identify at least one problem from home, work and college. Evidence could include a combination of lists, diagrams and verbal explanations.

For 1.2 learners should produce evidence from their group brainstorm on how to tackle problems. They could use results from the discussion but each learner needs to provide individual evidence.

Learners will need to produce a plan for 2.1, 2.2 and 2.3. They should use the evidence generated from 1.2 to identify at least one way to tackle the problem, carry out their chosen activities and ask for advice if needed.

Supporting evidence to complement learners' plans can be in the form of thought showers, results from tests, witness observation sheets, minutes from meetings, proposal for charity event, photographs, video footage, clippings from magazines, correspondence from supporting individuals or organisations, individual learning plans, materials created by the learner, telephone directory reference, internet site reference, review and tutorial paperwork, school or college newsletters. Learners should be guided in referencing appropriate supporting evidence.

To meet the evidence for 3.1 and 3.2 learners will require a review section within their plan. They will need support to record progress and activities they have completed and regular tutorials will enable learners to recall their progress in tackling the problem.

Learners will need to identify at least two areas of what went well and at least two areas that were less successful.

Essential resources

Learners will need access to professionals who can support them in solving the given problem, for example ESOL tutors, careers advisers, to local and national directories, the internet, a variety of current issue magazines and the student council.

Indicative resource materials

Websites

www.bbc.co.uk/skillswise

BBC Skillswise – improve your maths and English

www.sja.org.uk

St John Ambulance

Unit 13: Working as Part of a Group

Unit reference number: K/502/0455

Level: Entry 3

Credit value: 2

Unit aim

The aim of the 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

Learners develop skills required for working in a group through involvement in group work tasks. This includes being able to review progress and skills development in group work and identify areas for improvement. This provides valuable opportunities for building a range of skills which will help in the development of positive attitudes.

These skills are of particular value in education and employment. These skills include taking turns in discussion, collaborating and cooperating, extending ideas by sharing with others, supporting and building on the contributions of others and receiving feedback.

Learners will review their achievements in group work and identify skills they could improve in a stress-free situation, providing opportunity for increased motivation and enhancement of self-esteem.

The unit starts with learners understanding about the ground rules needed for group work and participation in setting ground rules for a group-work task. There will be opportunity for learners to recognise their own role in the group.

Learners carry out their agreed tasks for the next part of the unit. They will be able to demonstrate that they are able to ask for help, make suggestions, offer help to others and receive feedback to complete their tasks if necessary.

Finally, learners review their achievements and skills by examining how well they work as a group member and their contribution to the group. With guidance, they will determine what aspects of the task were successful and identify improvements for their group-work skills.

Completing this unit will contribute to the development of 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 Know how to work with others in appropriate ways	1.1 contribute to setting ground rules for working with others 1.2 make suggestions about the role they should play in the group
2 Be able to play an active role in working as part of a group	2.1 carry out agreed activities when working with others on a group task 2.2 make suggestions and receive feedback appropriately 2.3 ask for or offer help when required
3 Review their role in the group	3.1 review their work with others 3.2 identify how they contributed to the group 3.3 identify what went well and areas they could improve on in working with others

Unit content

1 Know how to work with others in appropriate ways

Ground rules for working with others: respect others eg contribution, views, listen to everyone in group, ask everyone's opinion, everyone should contribute, make decisions as a group, follow decisions made by group, help others, complete agreed task on time

Individual roles for group working: types of skills eg specialist skills, creative; encouraging others to work together, encouraging others to complete tasks, helping others to complete tasks, asking for help from other group members, responding to feedback from other group members

2 Be able to play an active role in working as part of a group

Respect others' contribution: how to respect others' contributions eg listen to ideas of other group members without interrupting, agree group decisions, follow decisions of group

Contribute to group decisions: how to contribute eg offer own ideas, suggest solutions to problems faced by group, suggest a better way of doing something

Respond to feedback from other group members: how to respond eg accept advice from other group members, accept help from other group members

Complete own task: complete agreed task on time; complete task to satisfactory standard

Help other group members: ways of helping eg show group member how to do something, help another group member to complete their task

Ask for help from other group members: when to ask for help eg when clarification needed, when getting behind with tasks

3 Review their role in the group

Contributions to group work: eg made suggestions as to how to complete the work, helped another group member with their task, completed own task on time

Areas for improvement in working with others: eg accepting feedback from others, asking others for help

Essential guidance for tutors

Delivery

For learning outcome 1 the concept of ground rules could be explored through a practical task. Learners could be asked to complete a table top display in groups of three within a specified timescale. After the task, the tutor could focus on what went well and what was less successful.

Group discussion could follow to identify what would have helped learners to complete the task. Key points could be collated on a flipchart. The purpose of rules could be further explored by considering a game of football with no rules, illustrating the need for rules to be fair and established.

Group-work tasks need to be identified for learning outcomes 1, 2 and 3. Groups could be made up of three to five people. Learners could be involved in selecting the task from a number of options suggested by the tutor to ensure the task is manageable, achievable and matches the skills and interests of group members.

Having agreed the group work, learners will need to establish the ground rules. This could be achieved through group discussion. Learners could complete posters of the ground rules to display in the classroom to refer to throughout the unit.

The group could clarify the activities needed to carry out the particular group work task and, through discussion, identify their own skills which match to a role in the group task. Learners may require some guidance from the tutor to achieve this. Information about the work and individual roles could be added to the posters.

Before learners begin their group-working activities for learning outcome 2, the tutor could help learners to draw up a checklist to record the group-working skills in the unit content, which they will be using during the task.

Learners at this level should be completing their own agreed activities within the group task and know and understand the tasks required to complete the activities. They may require some guidance from the tutor.

Learners could work in a group to consider the performance of the group as a whole. They could discuss the task, watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers for learning outcome 3.

Learners could use the checklist to review their group-working skills. These may be explored through individual tutorials.

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>Practical – group work task with no rules, for example a whole-class display.</p> <p>Tutor-led discussion – ‘Was the task achieved?’ ‘What problems were identified?’ ‘Would problems be resolved by ground rules?’</p> <p>Group discussion – decide on rules for group work.</p> <p>Group discussion – select small groups and choose a task from range of options.</p> <p>Tutor-led discussion – to allocate tasks in group work to ensure fair allocation of work:</p> <ul style="list-style-type: none"> • include everyone • use specialist skills of individuals. <p>Group tutorials – to support groups in allocation of tasks.</p> <p>Activity – posters of group ground rules and allocated tasks.</p> <p>Assessment – witness statements to demonstrate contribution in setting ground rules, and suggestions in group tutorial about their role in the group.</p>
<p>Group discussion – ‘Why is it important to record progress in a group task?’ ‘What needs to be recorded?’ ‘How could information be recorded?’</p> <p>Activity – groups select a chart, template or log to record progress and skills used during task.</p> <p>Practical – carry out group-work task. Record progress and skills used during task.</p> <p>Group tutorials on a regular basis to monitor progress.</p> <p>Assessment – present chart recording tasks completed, suggestions made, responses to feedback and help given and/or received.</p>
<p>Tutor-led discussion – what can individuals learn by reviewing their contribution in the group task?</p> <p>Activity – individual review of own contribution to group task.</p> <p>One-to-one tutorial to review individual contribution to group, successes, what did not go well and how to improve working with others.</p> <p>Assessment – witness statement following tutorial evidencing learner assessment of their work with others, ways they contributed to the group, what went well and how they could improve.</p>
Assessment feedback, review and evaluation of unit.

Assessment

Learners will need to take an active part in setting the ground rules for their group work for assessment criterion 1.1. For 1.2 learners need to suggest at least two ways they could be involved in the group.

These criteria can be evidenced by discussion between learners and the tutor, supported with a statement from the tutor that the learner has provided all the evidence needed to meet the assessment criteria. Alternative methods of evidencing learning may be used.

For 2.1, 2.2 and 2.3 learners may use a checklist to provide evidence that they have carried out their agreed activities, made suggestions, received feedback appropriately and asked for, or offered, help when required. Alternatively, a witness statement provided by the tutor stating that the learner has achieved all of the criteria may be used as evidence.

Assessment criteria 3.1, 3.2 and 3.3 could be evidenced with a statement completed by the tutor after a tutorial in which learners examine their skills in work with others by reviewing the checklist completed for 2.1, 2.2 and 2.3.

For 3.1 learners will need to identify which group-working skills they demonstrated during completion of the activities.

Learners will need to be able to identify at least two ways they contributed to the group for criterion 3.2.

For assessment criterion 3.3 learners will need to identify at least two aspects of group work at which they were successful and at least two aspects of their group-work skills they could improve.

There are sufficient similarities in content for mixed groups of Entry 2 and Entry 3 learners to be taught simultaneously but to be assessed at the level appropriate to the individual.

Essential resources

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

Indicative resource material

Website

www.shropshire.gov.uk/effectivepractice.nsf/viewAttachments/SERS-743B6D/\$file/suitcase-game.pdf	Shropshire Council – Effective Practice in Education
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Unit 14: Developing Self

Unit reference number: M/502/0456

Level: Entry 3

Credit value: 2

Unit aim

The aim of this unit is to introduce learners to ways in which they can reflect on their personal development and how their personal skills, abilities and behaviours can be improved.

Unit introduction

In this unit learners will carry out, with guidance, a self-analysis of strengths, abilities and behaviour and consider how these contribute to their achievements. This will help learners to understand how personal development can benefit them in education, employment and life in general.

Reflection on personal development requires learners to confront perceived weaknesses and, with guidance, devise coping mechanisms and strategies to overcome them through appropriate activities. Having undertaken the activities, learners will review their progress and make decisions about how to continue self-development.

Overcoming particular problems results in increased self-confidence and self-esteem and gives individuals mechanisms for coping with even greater challenges in the future.

The unit begins by learners recognising a personal strength or ability and describing an area which they need to develop.

Learners then develop one skill, ability or behaviour which they have recognised as a need. Learners will set a target for self-development and work through planned activities to achieve their goal.

Finally, learners will review their progress in developing themselves and reflect on one aspect which was successful and one area which was less successful. With guidance, learners will consider how they could continue their self-development.

Completing this unit will contribute to the development of 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 Understand how to identify areas for self-development	1.1 describe a personal strength or ability 1.2 identify an area for self-development 1.3 describe a personal skill or behaviour they need to develop
2 Understand how to take responsibility for their own self-development	2.1 describe how they will develop their personal skill or behaviour 2.2 suggest a suitable target to work towards and agree it with an appropriate person 2.3 identify the support and resources needed to help them work towards the agreed target 2.4 work through activities to develop the agreed skill or behaviour
3 Be able to demonstrate how they have developed personal skills	3.1 review the progress they have made 3.2 review what went well and what did not go so well 3.3 make choices about how they will continue to develop their personal skills

Unit content

1 Understand how to identify areas for self-development

Personal strengths and abilities: communication skills eg speaks clearly, uses more than one language, good listener; practical skills eg good at cooking, good at drawing, IT skills, good with animals; personal qualities eg reliable, punctual, willing, confident, patient, friendly, helpful, persistent

Analysis of personal strengths and weaknesses: techniques eg self-analysis, discussion with tutors, employers, line managers or peers to identify areas for self-development

2 Understand how to take responsibility for their own self-development

Self-development: set goals eg achievable goal, have clear target, know personal expectations; know what is required to achieve target eg resources and support, know all activities required, log progress

3 Be able to demonstrate how they have developed personal skills

Reviewing development: ways to review eg reflect on log, consider overall progress, review successes, recognise less successful areas, decide ways to continue development of personal skills eg practise, less successful areas identified further training

Essential guidance for tutors

Delivery

The emphasis in this unit is on enabling learners to consider their skills, abilities and behaviours and as a result identify an area they need to develop. Learners will describe a specific personal skill or behaviour to develop and work through activities to develop this identified area and review their progress. The content of this unit needs to relate to the personal experience of individual learners. The learning outcomes will best be achieved through one-to-one discussions and tutorials. Learners will need support and guidance to recognise their strengths and areas to develop.

The tutor could start delivering the unit by exploring the generic concept of personal skills, qualities and abilities. It could be useful for learners to watch videos of different people, for example sportspeople, nurses, teachers etc. Learners could discuss in groups the skills, abilities and behaviours demonstrated by the different people. Whole-group discussion following group feedback could focus on strengths.

Tutors need to introduce the concept of weakness with an appropriate degree of sensitivity and tact as this is potentially a sensitive area. Guest speakers could be invited to talk about their skills and abilities as well as their weaknesses and ways that they have worked to overcome problems, for example, a retired electrician who has learned computer skills to talk over a webcam to his family in Australia. Learners could prepare questions to ask speakers about how they achieved their new abilities. This will help learners to understand that everyone has strengths and weaknesses and that it is possible to overcome weaknesses.

Learners are required to work towards recognising their strengths or abilities and an area for self-development. Learners could work on completing a simple self-audit of skills and abilities and identify an area for self-development. This could be IT skills and a specific personal skill or behaviour they wish to develop, for example learn how to use a digital camera and download photos onto a hard drive. This self-audit can be used as the focus for individual tutorials to help learners to confirm their individual strengths and an area for self-development.

For learning outcome 2 learners will be helped to clarify what resources they will need and the steps required to achieve their aim through further one-to-one discussion with the tutor.

Learners can include information about their target, the support and resources needed and steps which must be taken by them to achieve their goal in a personal logbook. They will be able to use the logbook to record their progress. Learners will need to be encouraged to complete the activities in their plan and reminded to log their progress. Ticks or stickers can be used.

Learning outcome 3 could be delivered through a one-to-one discussion between the learner and the tutor. The logbook could be used as a focus for discussion about the learner's progress in self-development. Learners should be able to decide which aspects were successful and which were less successful. Learners, with guidance from the tutor, could make suggestions for ways to continue to develop their personal skills.

Throughout this unit, learners can record their self-development through the completion of personal logbooks. The logbooks could take a variety of formats, depending on the needs of individual learners.

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 personal strengths and abilities? Identification of communication skills, practical skills, personal qualities.</p> <p>Activity – select a person you admire and identify their strengths and abilities.</p> <p>Group discussion – compare strengths and abilities of different people.</p> <p>Tutor-led discussion – ‘Why it is important to recognise own skills and abilities’ ‘How can individuals identify their own skills and abilities?’</p> <p>Guest speaker – to speak about how confidence and self-esteem is supported by developing skills and abilities.</p> <p>Practical – completion of skills and abilities audit. ‘What I do well’, ‘What could I improve?’ ‘Skill or behaviour I could develop’.</p> <p>One-to-one tutorial to discuss personal skills audit.</p> <p>Assessment – presentation of skills audit which records personal strength, area for self-development and personal skill to be developed.</p>
<p>Tutor-led discussion – what is needed to develop personal skills:</p> <ul style="list-style-type: none"> • clear target • achievable outcome • know who can help • to take responsibility for own progress • records of progress. <p>One-to-one tutorial to agree target.</p> <p>Practical – plan self-development of identified personal skill.</p> <p>Research support and resources needed, record plans in logbook provided by tutor.</p> <p>Practical – carry out activities in plan and keep records of progress in logbook.</p> <p>Assessment – present evidence in logbook.</p>
<p>Practical – review progress made, consider what went well and what was less successful. Record in logbook.</p> <p>One-to-one tutorial to discuss learners’ own review of progress and to identify ways to continue to develop personal skills.</p> <p>Practical – record ways to further develop personal skills in logbook.</p> <p>Assessment – presentation of logbook.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Evidence for all of the assessment criteria could be provided in the form of a logbook. Tutors are encouraged to use a variety of methods of recording the appropriate information in the log, depending on the individual learner. Alternative methods of evidencing may be used. Evidence from tutorials or one-to-one discussions with the learner, verified by the tutor, may be included in the log.

For assessment criterion 1.1 the learner will need to give brief detail about a personal strength or ability. For 1.2 the learner will need to state one area of their personal skills, qualities and abilities they wish to develop, for example communication skills.

Assessment criterion 1.3 requires learners to give brief detail about a personal skill or behaviour they wish to develop. This information could be evidenced in their logbook or any other tool selected to record their learning.

Assessment criterion 2.1 requires learners to give brief details about the activities they will be undertaking to develop the personal skill or behaviour identified in 1.3.

For 2.2, learners need to discuss and agree a suitable target with a tutor (or another appropriate person such as an employer or line manager). Learners need to state the support and resources they will need to achieve their target for 2.3.

Learners need to implement activities to develop the skill or behaviour. These activities need to be recorded in the logbook and verified by the tutor for 2.4. Alternative forms of evidence may be used such as witness statements or video recordings.

The evidence for assessment criteria 3.1, 3.2 and 3.3 may be a video or taped recording of a one-to-one tutorial. For 3.1 the learners will need to assess the progress they have made in developing the skill or behaviour.

For 3.2 the learner should independently identify one successful aspect and one aspect of their self-development which was less successful. For 3.3, the learner needs to identify, with guidance, more than one way they could continue their development of personal skills.

Alternative methods of evidencing may be used, such as brief straightforward statements by learners in the logbook, written statements from learners or supporting statements from the tutor or other person involved in the review of each learner's progress in self-development.

There are sufficient similarities in content for mixed groups of Entry 2 and Entry 3 learners to be taught simultaneously but to be assessed at the level appropriate to the individual.

Essential resources

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

Indicative resource material

Websites

www.lifecoachexpert.co.uk

Life Coach – information from ‘experts’ on many aspects of life

Unit 15: Managing Social Relationships

Unit reference number: T/502/0457

Level: Entry 3

Credit value: 2

Unit aim

This unit aims to encourage learners to use appropriate behaviours when interacting with others in social situations.

Unit introduction

This unit will give learners an understanding of how to interact with others in familiar social situations. 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 be helped to identify different types of social situations encountered in daily living for example home, recreation, education and work. They will be encouraged to express their own opinions whilst respecting the views of others, and practise some of the positive behaviours that can be used to enhance social exchanges, including manners, tone of voice and listening skills.

Learners will be given the opportunity to demonstrate the skills they have learned by applying them in an exchange with one or more people.

Completing this unit will contribute to learners' overall personal and social development. They will be supported to develop the skills and understanding they need to manage their social relationships within familiar situations 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 familiar social situations	1.1 identify situations in which they may need to interact with others 1.2 identify positive behaviours which can be used when interacting with others
2 Demonstrate how to interact with others in familiar social situations	2.1 take part in an exchange with one or more people about a topic in which they have an interest 2.2 use appropriate positive behaviours when participating in the exchange 2.3 make appropriate contributions 2.4 express opinions and respect the views of others

Unit content

1 Understand how to interact with others in familiar social situations

Social situations: recognising a variety of familiar social situations eg home, educational setting, employment setting, recreation and leisure; dealing with familiar people and meeting new people; one-to-one situations and group situations

Positive behaviours: types eg appropriate greetings, manners and being polite, keeping up a two-way conversation, listening skills eg not interrupting, nodding to show attention, tone of voice, eye contact, leave-taking, appropriate behaviours for different social situations eg acceptable language, formality of greeting, leaving enough space between you and the other person

2 Demonstrate how to interact with others in familiar social situations

Interacting in social situations: actively participating in a social exchange eg having a conversation with the tutor about own progress, discussing a topic currently in the news with peers, asking for help and advice in a shop; practising skills for social interactions eg picking a topic that is of interest, making appropriate contributions, asking and answering questions, expressing opinions, being sensitive to the views and opinions of others

Essential guidance for tutors

Delivery

In learning outcome 1 learners need to be helped to 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 the class or small groups the reasons for the interaction.

The tutor could encourage learners to categorise the people they have met into ‘familiar’ and ‘unfamiliar’ and to sort them into groups, for example at home, at work etc. Discussions and skilful questioning could lead learners to identify some of the behaviours needed for different social situations.

Tutors could use video, TV or real-life observations to help learners to examine social interactions and identify positive behaviours used, for example good manners, eye contact, tone of voice etc. They could use score sheets to rate the interactions they see. They could be asked to identify what the participants did less well and give suggestions as to how they could do it better next time.

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 be given guidance and support to practise their social skills in naturally occurring situations in and out of the learning environment.

Cultural diversity within the group, or visiting speakers from outside, could be used to help learners to recognise cultural and other differences in social norms. Appropriate TV programmes, advertisements or other examples could be used to stimulate discussion about respecting the views and opinions of others, whilst contributing your own.

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 appropriate behaviours for interaction in social situations?’</p> <p>Practical – devise checklist of appropriate behaviours for social interaction.</p> <p>Tutor-led discussion – identify range of social situations and their purpose.</p> <p>Group discussion – ‘Which behaviours are suitable for which social situations?’ ‘Would it be appropriate to?’ ‘Why?’</p> <p>Watch video or TV programmes – use checklist to score appropriateness of behaviours demonstrated.</p> <p>Guest speaker – to speak about cultural differences in social interactions.</p> <p>Case studies – identify appropriate behaviour for different social situations.</p> <p>Assessment – record different social situation and positive behaviours to use in the situations.</p>
<p>Role play different social situations with peer observation using checklist devised in learning outcome 1 to assess appropriateness of behaviours.</p> <p>Debrief and feedback.</p> <p>Activity – learners prepare for small-group exchange. Select a topic of interest and plan contributions to discussion.</p> <p>Practical – participation in small group exchanges. Videoed for self and peer assessment of appropriateness of contributions.</p> <p>Assessment – witness statement to support the learner’s use of appropriate behaviours, ability to make appropriate contributions, express opinions and show respect for others.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To meet the requirements of assessment criterion 1.1 learners must identify at least two different situations in which they may need to interact with others. Evidence could include lists, diagrams or verbal explanations.

The titles of the situations alone are not sufficient, learners must make it clear that the situation requires them to interact with others, for example ‘going shopping’ is just a title but ‘going into a shop and asking the assistant about clothes I want to buy’ demonstrates understanding of the interaction.

To meet 1.2 learners could use case studies, examples or role plays to identify positive behaviours that could be used. They could use photographs, pictures or make up cartoon stories to illustrate positive behaviours. Learners must give a minimum of two positive behaviours they could use.

Assessment criteria 2.1 and 2.2 require learners to take part in and demonstrate positive behaviours during one exchange, which could be, but does not have to be, within one of the social situations identified for 1.1.

Evidence of participation and positive behaviours demonstrated could be by observation, witness statement or video. Naturally occurring exchanges should be used wherever possible; it should not be necessary to create artificial situations in which learners can be assessed.

Assessment criteria 2.3 and 2.4 should be evident from the exchange assessed but the tutor may need to ask supplementary questions or discuss with learners the contributions they made, how well they expressed their opinions and how they respected the views of others. Small groups could take part in an exchange as long as each individual has sufficient evidence to meet the criteria.

Essential resources

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

Indicative resource material

Websites

www.connexions-direct.com/index.cfm	Connexions – information and advice for young people
www.teachers.tv	Teaching resources
www.woodlands-junior.kent.sch.uk/customs/behaviour.html	Woodlands Junior School – information on British customs and behaviour

Unit 16: Individual Rights and Responsibilities

Unit reference number: A/502/0458

Level: Entry 3

Credit value: 1

Unit aim

The aim of this unit is to raise learner awareness of their rights and responsibilities as an individual. It is important that individuals know what their rights are, as human beings and as citizens of their country, to be able to exercise those rights effectively and respect the rights of others.

Unit introduction

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

In this unit learners will develop knowledge of the legal and moral rights of all human beings, including children, and begin to apply this knowledge to themselves as individuals. They will be guided in exploring some of the responsibilities they have for themselves, responsibilities they have towards others and sources of support or information about rights and responsibilities.

There will be the opportunity for learners to demonstrate their understanding by describing rights and responsibilities relevant to them.

Completing this unit will contribute to the development of learners' overall personal and social development. They will develop knowledge and skills in exercising their individual rights and responsibilities that may help them 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 that they have individual rights and responsibilities	1.1 describe an individual right which is relevant to them 1.2 identify sources of support or information about rights and responsibilities 1.3 describe a responsibility that they have for themselves 1.4 describe a responsibility that they have to others

Unit content

1 Understand that they have individual rights and responsibilities

Rights: identifying what is a right eg something you are entitled to under the law, things every human being should have, special rights of children; describing human rights eg suitable living conditions, access to education and healthcare, the right to vote and express your opinions freely, freedom to follow your own culture and religion; describing basic legal rights eg employment laws, anti-discrimination laws, consumer protection laws; special rights of children eg to be protected from harm or abuse, to have opportunity to play, not to be made to fight in wars or conflicts, to receive care and attention from parents or carer.

Responsibilities: identifying what is a responsibility eg something you should do because it is the law or because it is your duty as a person; responsibilities to self eg knowing what your rights are; keeping yourself and your possessions safe, taking care of your health, getting help or advice if you have problems; responsibilities to others eg looking after children or elderly people, following rules and procedures to keep everyone safe, respecting the views and privacy of other people

Sources of support and information: legal help eg solicitors, police; other sources eg Citizens Advice Bureau, local council, local member of parliament, charities and telephone helplines

Essential guidance for tutors

Delivery

Rights and responsibilities could be introduced by means of discussion, by examining stories or case studies, or by using examples from current affairs. Many existing citizenship resources designed for schools and colleges have appropriate information and stimulus material for this purpose. Learners could make up their own scenarios illustrating people's rights and responsibilities in different situations.

Tutors could use naturally occurring situations within the learning environment to highlight rights and responsibilities. Learners could create a set of rules for behaviour in the learning environment to ensure rights are respected and individuals take responsibility for themselves.

The focus should be on learners describing rights as they apply to their own lives but they should be given simple information that helps them to see why those rights exist. For example learners could be directed to appropriate websites explaining human rights, rights of children and legal rights.

There is the opportunity for visitors from appropriate agencies, for example Citizens Advice Bureau or community police, to speak to learners about how they can help people to exercise their rights and responsibilities. Learners could prepare in advance some 'What should I do if ...?' questions to ask.

Learners could be asked to make a list of all the responsibilities they have for themselves and their family and friends. They could describe the responsibilities they have at home, in the learning environment or at work by creating posters, cartoons or sketches.

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 – learners sort cards into ‘rights for all adults’, ‘rights for all children’, ‘rights for all humans’, ‘luxuries rather than rights’.</p> <p>Tutor-led discussion – ‘What is the definition of a right?’ ‘What are basic human rights?’ ‘Why do children have different rights from adults?’</p> <p>Practical – posters of human rights.</p> <p>Guest speaker – to speak about legal rights.</p> <p>Case studies – to identify legal rights.</p> <p>Tutor-led discussion – ‘What responsibilities do you have at home?’ ‘What responsibilities do you have to others?’ ‘Do you have responsibilities as a learner?’</p> <p>Activity – group work to create a display of rules for the learning environment to ensure rights and responsibilities are respected.</p> <p>Activity – research to identify who can help individuals in case studies who have problems with their rights and responsibilities.</p> <p>Assessment – ask and respond to straightforward questions about a right, a personal responsibility, a responsibility to others and who can provide advice and support.</p> <p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Assessment criteria 1.1, 1.2 and 1.4 require single examples of a relevant right, a responsibility to themselves and a responsibility to others. Each example should be described briefly, not just stated, in order to demonstrate understanding.

To meet 1.3 learners must identify at least two different sources of support or information about rights and responsibilities.

Learners could satisfy all four criteria by means of a simple presentation or they could take part in a structured discussion as part of a group or with the tutor. This could be evidenced by an observation report. Learners could produce a booklet or video diary on ‘My rights and responsibilities’.

There are sufficient similarities in content for this unit to be delivered at Entry 2 and Entry 3 simultaneously and learners could then be assessed at the level appropriate to them.

Essential resources

Learners will need access to appropriate resources explaining human rights, children’s rights and their legal rights.

Indicative resource materials

Websites

www.adviceguide.org.uk	Citizens Advice Bureau – advice guide
www.bbc.co.uk/schools/citizenx/being/rights/photostory.shtml	BBC Schools – picture story examples
www.bbc.co.uk/schools/citizenx/being/rights/lowdown/rights_basics_1.shtml	BBC Schools – rights and responsibilities
www.consumerdirect.gov.uk/after_you_buy/know-your-rights	Consumer Direct – know your rights
www.equalityhumanrights.com	Equality and Human Rights Commission
kids.direct.gov.uk/main.aspx?firstObject=teachers_area	Directgov – kids’ rights game

Unit 17: Community Action

Unit reference number: F/502/0459

Level: Entry 3

Credit value: 2

Unit aim

This unit aims to increase learners' knowledge of local community groups and enables them to demonstrate their participation in community activities.

Unit introduction

Government, police forces and other agencies see the involvement of individuals in their own communities as influential in reducing antisocial behaviour, crime and social isolation. It is, therefore, important that individuals recognise the contributions they can make towards improving their community and the benefits this will have for themselves, for others and for the environment.

In this unit learners will find out about local community groups and what they do within the community. Learners will develop their skills by taking part in practical activities within a community group and be encouraged to reflect on the benefits of their activities to others and a benefit to themselves.

Completing this unit will contribute to the development of learners' overall personal and social development.

Participating in activities within a community group may improve learners' skills and provide experience that will be useful in finding and succeeding in employment. It may also increase their confidence and willingness to be involved in community groups in the future.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Demonstrate their knowledge of local community groups	1.1 identify community groups in their local area and what they do
2 Demonstrate their participation in community activities	2.1 participate in activities within a local community group 2.2 identify how these activities benefit others 2.3 identify a benefit for themselves from participating in the activities

Unit content

1 Demonstrate their knowledge of local community groups

Identifying community groups: identifying a variety of community groups eg neighbourhood watch, friends of the local school or hospital, parent and toddler group, church-based groups; finding out what local groups exist in your area, eg look at notices in shops and other public places, internet search, local library, ask other people; finding out about local group's purpose and activities eg website, leaflet or brochure, telephone or meet the organiser and ask questions, go along to a meeting to find out what happens

2 Demonstrate their participation in community activities

Participating in community activities: finding ways to participate eg group meetings, sponsored activity, helping to set up and clear away for a community event, collecting and preparing items to sell on charity stall, helping to clean up a public area; identifying benefits to others eg raises money for a new playground, transports disabled or elderly, provides a hot meal for the homeless, gives advice and support to people suffering from a particular disease or condition; benefits to self eg got exercise doing the sponsored walk, met new people at the meeting, learned a new skill by making cakes to sell, felt good knowing I had done something useful

Essential guidance for tutors

Delivery

This is essentially a practical unit, which allows learners to carry out their own research and activities with support and guidance from the tutor.

In learning outcome 1 tutors could help learners to identify what community groups are, and what they do, by discussion and eliciting learners' experiences. Tutors could provide source materials as examples to stimulate discussion. Learners could be given appropriate websites or search words to help them find community groups in their local area.

Learners could visit their local library for information on local community groups. Visiting speakers from local groups could be invited to talk to learners or be interviewed about their group and explain its activities. Learners could share experiences and information they have from existing or past involvement in community groups.

In learning outcome 2 learners need to demonstrate participation in activities within a community group and should be guided to choose areas that are of particular interest to them. The whole group, or small groups of learners, could choose a community group to support together.

Learners may already be involved in activities outside of the learning environment that they can use and develop further. Learners could practise skills they may need, for example taking part in a meeting or asking for sponsors, in the learning environment before they go out into the community.

Tutors could encourage learners to keep a log of their activities and note what they have done and what results they think have been achieved. Learners could be helped to reflect on the benefits to themselves and others through discussion, presentations or discussing their log with the tutor. Learners could ask a responsible person within the community group they have chosen to give them some verbal feedback or a written report on their performance.

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 community groups?’</p> <ul style="list-style-type: none"> • activities for people with shared interests • provide a service for people in the community • take action on an issue of importance to the community. <p>Paired research including visits.</p> <p>Paired presentation – information gathered.</p> <p>Activity – learners interview family or friends about their involvement in community groups and how they benefit.</p> <p>Guest speakers – from local community groups to speak about the role of their group and how the individuals involved benefit.</p> <p>Assessment – record information in the format of notices for display in the local library.</p>
<p>Group discussion to select community activities from a range of given options.</p> <p>One-to-one or small group tutorials to confirm choices for activities.</p> <p>Tutor-led discussion – ‘How will individual involvement be recorded?’ ‘What needs to be recorded?’ ‘Use of a diary or logbook to keep records of individual involvement’.</p> <p>Role play activities which may be involved in community activity.</p> <p>Debrief and feedback to include health and safety aspects and individual responsibilities.</p> <p>Practical – involvement in community activities. Record involvement in diary or logbook.</p> <p>Assessment – present evidence of involvement in community activities, how others benefited, and personal benefit, for example, diary or logbook, witness statement, photographs.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To meet the requirements for 1.1 learners must identify at least two local community groups and give brief descriptions of what they do. Learners could do this through means of simple presentations, creating posters, designing advertisements or writing magazine articles.

To meet the requirements of 2.1 learners must take part in at least two activities within a community group. (This could be, but does not have to be, within one of the community groups identified for 1.1). Evidence of participation could be through photographs, direct observation, a witness statement or signed log.

Assessment criterion 2.2 requires learners to identify at least two ways in which each of their activities has benefited others. For 2.3 learners must identify one way participating in the activity has been of benefit to themselves. Learners could demonstrate this by making a display, taking part in a discussion or by means of presentation. They may have evidence provided to the community group, for example a letter of thanks from a charity for monies received, or a newspaper article detailing benefits to an individual or the community.

All of the assessment criteria could be incorporated into a single assignment in which learners describe three local groups, choose one of those groups, join in two activities within that group and then reflect on the benefits to themselves and to others. They could create a scrapbook as evidence to fulfil all the criteria.

There are sufficient similarities in content for this unit to be delivered at Entry 2 and Entry 3 simultaneously and learners could then be assessed at the level appropriate to them.

Essential resources

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

Indicative resource materials

Websites

www.bbc.co.uk/schools/citizenx/local/community/lowdown/index.shtml	BBC Schools – community groups
www2.btcv.org.uk/display/findgroup	British Trust for Conservation Volunteers group directory
www.communitygroup.co.uk	Community Group – information on helping to run a community group
www.direct.gov.uk/en/HomeAndCommunity/GettingInvolvedInYourCommunity/index.html	Directgov – directory of community groups
www.timebank.org.uk/aboutgiving/benefits_vol.htm	Timebank – What can volunteering do for you?
www.vinspired.com	Vinspired – young volunteers network 16-25

Unit 18: Healthy Living

Unit reference number: T/502/0460

Level: Entry 3

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 lifestyle. This unit aims to help learners understand what is needed and the contributions they can make to live a healthy lifestyle

Unit introduction

Healthy living is crucial to the physical, social and mental wellbeing of all human beings. 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 and simple ways in which they can improve their health.

In this unit learners will explore issues affecting personal health, including balanced diet, personal hygiene, personal safety, exercise and rest. They will be encouraged to examine their daily activities and demonstrate practical ways in which they can contribute to their healthy lifestyle.

Learners will be guided and supported in choosing and carrying out healthy living activities and describing the impact these have on the healthiness of their way of living.

Completing this unit will contribute to the development of learners' overall personal and social development. They will develop knowledge and understanding that will help them make choices, get appropriate information or help and plan healthy living activities 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 what is needed to lead a healthy lifestyle	1.1 describe what they can do to contribute to a healthy lifestyle 1.2 choose appropriate activities that can make an improvement to their lifestyle
2 Demonstrate how they contribute to own healthy lifestyle	2.1 carry out activities to contribute to a healthy lifestyle 2.2 describe how the activities have improved their lifestyle

Unit content

1 Understand what is needed to lead a healthy lifestyle

Healthy living choices: balanced diet eg benefits of eating fruit and vegetables, dangers of junk food, classifying foods using the traffic light system, looking at a typical meal and changing it to make it more healthy; exercise and rest eg comparing hours of sleep taken by different individuals, identifying types and amounts of exercise taken in a week and comparing to health authority guidelines; personal hygiene eg planning hand-washing routines, identifying suitable dental hygiene routines; personal safety eg using public transport safely, eg taxis, road safety; keeping personal details safe; telling someone where you are going and when you will be back; taking responsibility for own lifestyle choices eg not smoking or taking drugs just because your friends do; how to get help and information on healthy living eg doctor, dentist, carer, teacher

Choosing appropriate activities: taking into account present activities and health eg medical history, any disabilities or illnesses; finding realistic activities, eg how much time will they take, how much will they cost, do I need any help to carry them out; making a simple plan

2 Demonstrate how they contribute to own healthy lifestyle

Carrying out activities: appropriate activities eg planning and attending sport and exercise activities for a set period; planning and preparing healthy meals for a day; keeping to a plan; getting help with carrying out healthy living activities eg family, friends, teacher

Describing improvements to lifestyle: simple ways of showing how the activities have improved own lifestyle eg having swapped fruit for high-sugar snacks or walking to friend's house instead of getting a lift

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. The main focus should be on the learner developing knowledge that helps them to understand aspects of healthy living and apply that knowledge to their own lifestyle.

In learning outcome 1 tutors should encourage learners to explore what is meant by a healthy lifestyle and identify some of the factors that may be involved. This could be achieved through general discussions, examining case studies or excerpts from appropriate, popular TV programmes. Tutors will need to review the content and suitability of these, 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. Learners could use the traffic light system to categorise foods on a menu or in typical meals and then suggest changes to make the meals or menu healthier. 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.

Tally charts, diagrams or diaries could be used for learners to record the amount of exercise and sleep taken each day. The tutor could then lead discussions to identify individual variations within the norm and the benefits to health. Learners could access practical sports and fitness activities within the learning environment or through activities provided by clubs, charities or local council facilities to learn about the benefits of exercise.

Personal hygiene will need to be addressed sensitively, taking into account cultural differences and personal circumstances. Learners could create posters, diagrams or cartoons depicting some of the issues. DVDs or video programmes can sometimes be borrowed from the local health authority health promotion unit. These give entertaining but factual information on health topics. Visits could be arranged to dental hygienists, doctors' surgeries or chemist shops where learners could be guided to relevant sources of information.

Simple guidelines on keeping safe could be drawn up through discussion, examples from the popular press or giving 'What if?' scenarios to small groups. Aspects of personal safety could be addressed through a visit from the local community police officer, road safety officer etc. Learners could be directed to appropriate interactive websites or use public safety audiovisual resources.

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, home responsibilities. They could use written, video or audio diaries to review their daily activities for impact on health. Tutors should support learners to use the knowledge 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.

In learning outcome 2 learners will need to practise making plans and have support and guidance in carrying them out. This could be done in one-to-one or small-group tutorials. Learners could be taught simple ways to measure their progress, for example recording the amount of exercise taken or fruit and vegetables eaten per day, and comparing these to the target set. They could practise identifying improvements in lifestyle by reviewing the plans of their peers or exemplar case studies.

Throughout the unit learners will reflect on different aspects of their lives. These 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 on classroom behaviour, to respect 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 is needed for a healthy lifestyle?’</p> <p>Identification of aspects which contribute to healthy living.</p> <p>Watch video or TV programme – discuss lifestyle of individuals. Are they following a healthy lifestyle?</p> <p>Activity – learner interview with friends and family about their lifestyle.</p> <p>Paired research or visits – healthy lifestyle advice.</p> <p>Paired presentation – information gathered.</p> <p>Guest speaker/s– to speak about advice for healthy living and who can provide support.</p> <p>Activity – quiz with multiple-choice questions.</p> <p>Group discussion – making realistic choices about ways to improve lifestyle. ‘Will it be expensive?’ ‘Will it take too much time?’</p> <p>Case studies – identify ways for individuals to improve their lifestyle.</p> <p>Practical – checklist of own lifestyle, identify ways to improve own health.</p> <p>One-to-one tutorial to select activities to improve health.</p> <p>Assessment – using checklist ask and respond to straightforward questions about own contribution to a healthy lifestyle and activities to improve their lifestyle.</p>
<p>Tutor-led discussion – how to plan activities to contribute to healthy lifestyles. Ways to monitor and measure progress.</p> <p>Practical – use a template to record plans for activities.</p> <p>Practical – carry out activities. Keep records of participation.</p> <p>Activity – group discussion about ways activities have improved lifestyle.</p> <p>Assessment – evidence of individual participation in the activities and identification of improvements to lifestyle through witness statements.</p>
Assessment feedback, review and evaluation of unit.

Assessment

To achieve assessment criterion 1.1 learners must describe various ways in which they can contribute to a healthy lifestyle. Their description must refer to diet, rest and exercise, personal hygiene and personal safety. Learners could produce their descriptions by making a poster, leaflet or presentation. They could create a game, puzzle or quiz for their peers on the subject of healthy living provided that they supply answers or solutions that demonstrate sufficient knowledge of healthy living.

To meet the requirements of 1.2 learners must choose at least two activities they could carry out that would make an improvement to their lifestyle. Learners should receive guidance and support from the tutor in selecting suitable healthy living activities and this could include a list with a variety of suggestions. Tutors should not however direct learners to specific activities. Both criteria could be integrated into one task where learners describe a range of healthy living activities across the main areas and then select two that particularly interest them.

Learners must carry out at least two activities to meet the requirements for 2.1. Evidence 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. Activities could be carried out as a group within the learning environment as long as each individual learner can demonstrate their individual contribution.

The requirements for 2.2 could be incorporated into a single assessment activity alongside 2.1, for example. The diary kept to evidence the activities carried out could make suggestions as to how the activities have improved learners' lifestyles. Alternatively, requirements could be addressed separately through a short presentation to the group or an individual discussion with the tutor evidenced by tutor observation records.

There are sufficient similarities in content for mixed groups of Entry 2 and Entry 3 learners to be taught simultaneously but to be assessed at the level appropriate to the individual.

Essential resources

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

Indicative resource material

Websites

www.dentalhealth.org.uk/faqs/browseleaflets.php	British Dental Health Foundation – information leaflets
www.nutrition.org.uk	British Nutrition Foundation
www.connexions-direct.com	Connexions – information and advice for young people
www.eatwell.gov.uk/healthydiet	Food Standards Agency – healthy diet
www.eatwell.gov.uk/foodlabels/trafficlights	Food Standards Agency – ‘traffic light’ labelling
www.sportinherts.org.uk/getactive/healthbenefits/healthbenefits/default.asp	Herts Sports Partnership – health benefits of exercise
www.crimereduction.homeoffice.gov.uk/personalsafety.htm	Home Office Crime Reduction – personal safety
www.rospa.com/roadsafety/resources/teachers.htm	Royal Society for the Prevention of Accidents – road safety resources for teachers
www.talktofrank.com	A-Z of drugs

Unit 19: Preparation for Work

Unit reference number: A/502/0461

Level: Entry 3

Credit value: 2

Unit aim

The aim of this unit is to encourage 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. This unit aims to give learners an understanding of the skills and qualities needed for working life and encourages them to investigate personal career opportunities.

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 provide the knowledge and skills necessary to help and support learners to investigate and prepare for career opportunities.

Learners will explore the skills and qualities employees need and will be helped to identify and describe their own skills and qualities compared to those needed in the workplace. Learners will be supported in identifying areas that they may need to improve to make themselves more employable.

Learners will find out how to compare their skills and qualities to those required for a potential job role and undertake guided research to identify a potentially suitable job role. They will be guided in preparing the key information they will need to supply for their chosen job role.

Successfully completing this unit will contribute to learners' overall personal and social development. It will help to increase the learners' likelihood of securing suitable employment, achieving 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 the skills and qualities needed for working life	1.1 describe the important skills and qualities which employees need 1.2 identify how their own skills and qualities compare with the skills and qualities employees need 1.3 identify areas for development
2 Investigate personal career opportunities	2.1 find out about potential job roles which interest them 2.2 identify a suitable potential job role 2.3 prepare key personal information needed to apply for the job role

Unit content

1 Understand the skills and qualities needed for working life

Skills and qualities needed by employees: describing important skills and qualities needed for employment eg looking at job advertisements and identifying the skills and qualities asked for, interviewing an employer about the qualities and skills they need in an employee; identifying how own skills and qualities compare with those needed by employers eg listing own skills and qualities and using a checklist to compare with employers' requirements, describing skills needed and used in voluntary employment or work experience; identifying areas for improvement eg use a checklist to identify gaps in skills, use feedback from work experience or simulations to identify areas for improvement

2 Investigate personal career opportunities

Potential job roles: finding out about potential job roles eg reviewing selected newspaper adverts, searching relevant internet sites, having an interview with a careers adviser, undertaking a work experience placement; identifying a suitable job role eg selecting a potential job role from results of own research, using a computer programme designed to identify a potential job role

Preparing key information: identifying key information needed eg personal details, education and qualifications, employment history, other achievements, interests and hobbies; preparing key information eg practising completing simple paper or online application forms, preparing a simple letter of application, practising answering straightforward interview questions, making a basic portfolio containing necessary evidence to take to an interview

Essential guidance for tutors

Delivery

In learning outcome 1 learners should be guided in identifying the skills and qualities they need for working life. They could do this by sharing experiences that they have of paid work, voluntary work or work experience through discussion. Tutors could take groups of learners to visit workplaces or use naturally occurring situations to highlight skills demonstrated by employees, for example skills demonstrated by a shop assistant, serving staff in a fast-food outlet, reception staff in a hotel or medical centre.

Learners could look at examples of employees in real life, fiction or case studies and be helped to identify skills or personal qualities demonstrated. Local employers could be invited to explain the skills and qualities they are looking for in employees.

Learners could create a personal profile detailing the skills and qualities they think they possess. They could create, with the tutor, tick charts or checklists of the skills and qualities needed for employment and use them to compare against their own or each other's profiles.

Areas for improvement could be discussed between the learner and the tutor. Particular skills could be practised using simulated work environments, for example taking orders or sorting post.

For learning outcome 2 learners could investigate potential job roles by undertaking work experience placements or by work shadowing. They could be given a selection of job advertisements or given addresses for appropriate websites to gain an understanding of the job opportunities available. Learners could then discuss their findings with the tutor and select one they prefer. Interviews could be arranged with a careers adviser to assist the learner in finding out what roles are available that would suit their experience, qualifications and interests. Specialist software designed to help learners analyse their suitability for certain types of employment may be used if available, for example, *kudos*, *fast tomato*.

Tutors could help learners to identify the key information needed for making a job application. This could be done using role play, practising answering simple interview questions, filling in dummy application forms with support, creating a portfolio of evidence to take to interview, using a template to fill in a simple CV or supporting learners in making a real application, 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>Tutor-led discussion – ‘What skills and qualities are needed for work?’</p> <p>Watch video or TV programmes – discuss skills and qualities demonstrated by people in different jobs.</p> <p>Group activity – identify skills and qualities employers are asking for in different job advertisements.</p> <p>Interview family and friends about the skills and qualities needed for their jobs.</p> <p>Case studies – to identify different skills and qualities needed for different jobs.</p> <p>Practical – make a poster advertising a job and the skills and qualities required.</p> <p>Guest speaker – employer or human resources manager to speak about skills and qualities needed for work.</p> <p>Role play – different jobs to identify skills and abilities needed.</p> <p>Group discussion – skills and qualities demonstrated in work experience, employment and volunteering.</p> <p>Practical – complete checklist provided by tutor of personal skills and qualities. Compare checklist of skills and qualities employers are looking for with own checklist.</p> <p>One-to-one tutorial to identify areas for improvement.</p> <p>Assessment – ask and respond to straightforward questions about personal skills and qualities needed for work, their skills and qualities and areas for development.</p>
<p>Practical – visit or work experience to observe job roles. Interview family and friends.</p> <p>Tutor-led discussion – need to consider own interests, skills and qualities when exploring suitable job roles.</p> <p>Ways to find suitable job roles:</p> <ul style="list-style-type: none"> • Connexions • local newspapers • internet • interview with careers adviser. <p>Activity – tutor-supported individual research to identify job roles.</p> <p>Practical – collect personal information required for an application for chosen job role.</p> <p>Practical – complete a simulated application form using personal information collected.</p>
<p>Assessment – learner presents information about suitable job roles and completed application for chosen job role.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

To meet the requirements of assessment criterion 1.1 learners must describe at least two important skills and qualities which employees need. A list of titles alone is not sufficient to demonstrate understanding and learners must give a brief description relating to each skill or quality to employment. To fulfil 1.2 learners must describe at least two skills or qualities they possess and relate them to those needed in the workplace. Learners must identify at least two areas for improvement to meet the requirements of 1.3.

Learners could achieve 1.1, 1.2, and 1.3 through creating a checklist of skills and qualities needed by employees, matching them to those they believe they possess and identifying areas needing improvement. Alternatively, they could present evidence from work experience, or 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, a presentation to their peers or as part of a job search diary.

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

To meet 2.3 the learner must prepare the key information needed to apply for their chosen job role. This information must include personal details, education and any relevant employment history, qualifications, skills and interests plus 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 shown by creating a simple CV or a portfolio of evidence intended to be used to make an application in the future.

Learners could complete one overall assignment, covering all the assessment criteria, creating a job search diary in which they record job roles they have considered, identify one suitable job role, list the skills and qualities needed for that job role, compare their skills and qualities to those needed in the chosen job role and prepare a simple CV and other documentation needed to apply for that job.

There are sufficient similarities in content for this unit to be delivered at Entry 2 and Entry 3 simultaneously and learners could then be assessed at the level appropriate to them.

Essential resources

Learners will need access to suitable job search resources and careers advice.

Indicative resource material

Websites

www.connexions-direct.com/index.cfm?pid=65	Connexions – information and advice for young people
www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork/DG_10029993	Directgov – information on looking for work

Unit 20: Managing Own Money

Unit reference number: F/502/0462

Level: Entry 3

Credit value: 2

Unit aim

The aim of this unit is to introduce learners to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably. Financial capability is essential to confident and independent living. This unit aims to help learners develop basic knowledge and understanding of personal financial management which will help them to take effective decisions regarding the use and management of their money, including exploring different ways to save surplus money.

Unit introduction

In this unit learners will develop the skills to carry out different transactions with competence.

In the first part of the unit, learners will learn how to identify their weekly income and expenditure. They will be introduced to the concept of balancing income with expenditure. There will be opportunity for learners to apply this knowledge by completing a personal weekly budget plan.

Learners will understand what is needed for successful financial transactions in the second part of the unit. Different ways to make financial transactions will be explored. Learners will be able to demonstrate what they have learned by carrying out 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 and save for 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 plan a personal budget	1.1 identify their source(s) of income 1.2 identify the key items of expenditure 1.3 prepare a straightforward weekly budget plan 1.4 identify an appropriate way to save surplus money
2 Know how to carry out transactions	2.1 identify two different ways of paying for items 2.2 demonstrate paying for an item 2.3 use appropriate calculations when paying for items

Unit content

1 Understand how to plan a personal budget

Sources of income: types eg salary or wages, allowance, pocket money, benefits, loans, gifts, inheritance

Expenditure: accommodation eg rent, board and lodging, mortgage, council tax; national insurance; 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

Budgeting: balancing income with expenditure; saving eg for presents, holidays, furniture, replacement of electrical goods; making savings eg cycling instead of using public transport, making own sandwiches; allowing for emergencies eg illness, accidents, equipment breakdown, eg washing machine

Options for savings: types eg bank account, building society account, National Savings account, locked drawer, hiding place

2 Know how to carry out transactions

Transactions: types of transaction eg cash, cheques, debit card, credit card, store card

Calculations: knowing total cost; estimating affordability; offering sufficient money; checking change is correct; checking balance

Essential guidance for tutors

Delivery

Learners should be actively involved in the delivery of this unit. As many practical activities as possible should be included to help learners relate to the unit content. Activities include simulations, role play, demonstrations and visits.

Learners must be able to carry out simple financial calculations to achieve the unit. The level of calculations required should reflect the Entry 3 Functional Skills in Mathematics. Learners may need time to practise these skills which may be achieved through role play, real-life situations games, completion of worksheets, board games, computer games etc. 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. Underpinning knowledge about sources of income could be explored through discussion of selected scenarios which cover a range of different situations.

The scenarios could be used to support discussion about weekly expenditure. All possible items could be listed on the whiteboard or flipchart.

Learners could complete paired research into the cost of the items by researching on the internet or by visiting retail outlets to establish the costs of items required for a week for an identified individual. Findings could be shared with the whole group and costs listed on the flipchart. Learners could practise calculations by adding the total cost of the items for a week.

The concept of matching expenditure with income could be introduced by using case studies giving the weekly income and details of items needed by different people. Learners could work in pairs to calculate weekly expenditure and decide whether each person in the case study will have enough money for their items.

Learners need to be encouraged to identify different places where savings can be kept. This can be achieved through paired research which could include internet searches or visits to collect leaflets from banks, the post office or building societies. Group discussion could follow. At this level, learners need only recognise that personal saved money can be kept in different places.

Different ways to pay for items for learning outcome 2 could be explored through group discussion. Learners could produce posters to illustrate different ways to pay for items to display in the classroom.

Learning outcome 2 could be introduced by role playing a shop scenario, giving learners the opportunity to be the retailer and customer to practise buying and selling items, offering money and calculating the correct change.

Visits to for example a supermarket, a newsagent, a coffee shop to buy items would give learners further opportunities to develop their skills in realistic 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 and structure of the programme of learning.</p> <p>Case study – to identify sources and weekly income.</p> <p>Activity – record sources of income and weekly income of individual in case study using a budget template.</p> <p>Activity – team quiz to identify weekly expenditure of individual in case study, for example, ‘Her bus fare to school/college is £2.50. How much will she spend on fares a week?’ ‘She buys a 65p newspaper every day. What will she need every week?’</p> <p>Tutor demonstration – how to record expenditure and weekly costs using budget template on flipchart or board. ‘Will she have any money left at the end of the week?’</p> <p>Paired research – ways to save surplus money.</p> <p>Paired presentation – information gathered.</p> <p>Guest speaker – from bank or building society.</p> <p>Activity – practise using template with different case studies.</p> <p>Practical – personal sources of income against a checklist. Calculate personal total weekly income from all sources. Record using template.</p> <p>Practical – calculate weekly personal expenditure. ‘What do I need to buy each day?’ ‘How much will these items cost me every week?’ ‘How much money will I have left at the end of the week?’ Record information using budget template.</p> <p>Assessment – learners present personal budget template which shows use of addition and multiplication and evidence of a way to save surplus money.</p>
<p>Tutor-led discussion – different ways to pay for items:</p> <ul style="list-style-type: none"> • cash • debit card • cheques. <p>Practical – visits to shops to practise transactions, paying for two items with cash and calculating change required for a pound.</p> <p>Group activity – fundraising activity, for example, charity coffee morning. Learners take turns selling and giving change.</p> <p>Tutor-led discussion – using a debit card.</p> <p>Practical – posters – how to use a debit card.</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 to evidence learner paying for items using appropriate calculations.</p>
Assessment feedback, review and evaluation of unit.

Assessment

Assessment criteria 1.1, 1.2 and 1.3 can be combined into one assessment task. The task could be evidenced using a template which learners complete.

For assessment criterion 1.1 learners will need to state the source(s) of their weekly income. For 1.2 the main items they will require for a week need to be listed, for example bus fare for five days. At least six items must be included. For 1.3 the weekly budget plan will need to include the total weekly income, the costs of each main item and the total costs for the week.

Assessment criterion 1.4 could be assessed through group discussion. Responses could be recorded by the tutor for verification purposes.

Assessment criterion 2.1 may be evidenced by posters which show at least two different ways to pay for items.

Assessment criteria 2.2 and 2.3 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 paying for an item with cash, offering sufficient money, and state correctly whether they have been given the correct change.

Alternative methods of evidencing learning may be used such as witness statements.

There are sufficient similarities in content for this unit to be delivered at Entry 2 and Entry 3 simultaneously and learners could then be assessed at the level appropriate to them.

Essential resources

Learners will need the resources to carry out a financial transaction in a real or simulated situation.

Indicative reading

Online publication

DfES Financial Capability through Personal Financial Education (2000)

Websites

www.bbc.co.uk/skillswise/numbers/measuring/money/game.shtml

BBC Skillshare – money games

www.pfeg.org

Personal Finance Education Group – teaching resources

www.teachernet.gov.uk/teachingandlearning/library/youngpeopleandmoney

Teacher Net – resources to support personal, social and health education (PSHE)

Unit 21: Sustainability and Our Environment

Unit reference number: K/601/3158

Level: Entry 3

Credit value: 1

Unit aim

This unit enables learners to explore the concept of sustainability, how it helps our environment and its application to buildings.

Unit introduction

Our world is changing. This has been attributed to human action of burning fossil fuels which creates carbon dioxide. This gas causes the sun's rays to warm up our atmosphere by trapping reflected heat, hence the term 'global warming'. The effect of which is not isolated to just one part of the Earth.

In order to protect the Earth's resources, and to reduce the effects of global warming, we have developed the technology of sustainability. Sustainability can be applied in everyday life, from travelling to work, using energy to light the office, returning home and switching on the heating. Sustainability is, in essence, the methods and processes used to reduce our reliance on fossil fuels and therefore the burning of them releasing carbon dioxide.

Sustainability is used to protect the future needs of our children and conserve the Earth's valuable resources. These resources are finite and once they have been used up they cannot be replaced.

In this unit learners will explore why sustainability is important for the Earth and its occupants, and how sustainability helps to protect our environment. The unit will help learners to appreciate the efforts that are currently being used to reduce the adverse effect of human action on the world.

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 why sustainability is important	1.1 outline the effects of global warming 1.2 give examples of what sustainability means
2 Know how sustainability meets our needs	2.1 state how sustainability helps our environment 2.2 give ways in which a building can be sustainable to meet our needs

Unit content

1 **Know why sustainability is important**

Global warming: finite resources (oil, gas, coal); use of fossil fuels and consequences

Effects of global warming: effects eg melting ice, rising sea levels, local flooding, climate change, loss of biodiversity, loss of agriculture, famine

Sustainability: concept eg energy reduction, low energy light bulbs, solar heating, turning down thermostats, standby equipment, increasing insulation levels, transport, infrastructure; alternative energy sources (wave, wind, solar)

2 **Know how sustainability meets our needs**

Environment: needs eg our future generation needs, energy, climate, transport, land, sustainable communities, green spaces, low energy bills, cleaner air, reduction of pollution, less waste, re-education, urban transport networks, renewable energy sources, recycling, waste, packaging

Buildings: needs eg housing, affordable homes, materials, renewable building materials, natural building materials

Needs: other eg reduced costs, warmth, buildings that are cost effective, well ventilated, adequate lighting

Essential guidance for tutors

Delivery

This unit should be seen as an introduction to the concept of sustainability, enabling learners to develop an awareness of what sustainability is and why we now have to use sustainable methods and processes. Learners should be encouraged to develop the independent learning skills that are required for higher level qualifications and this unit is an ideal opportunity to start this development.

The unit also introduces learners to the application of sustainability on buildings. Delivery should be motivating and broaden the experiences, knowledge and understanding that learners obtain from the unit. The use of photographs and visual references is essential so learners can grasp the concepts being described.

Tutors delivering this unit have opportunities to use a wide range of techniques. Lectures, discussions, presentations, site visits, research using the internet and/or library resources are all suitable. Delivery should stimulate, motivate, educate and enthuse learners. Visiting speakers from environmental organisations would stimulate discussion and debate amongst learners. The use of video and/or DVDs should be encouraged along with local examples of environmental concern.

The use of a guest speaker would position the relevance of sustainability, help identify the issues that are of concern and establish the reasons why we need sustainability in our lives today. Educating learners to change and alter the ways in which they behave and act in relation to materials, products and services, will ultimately change the way we think about our planet.

Assessment

Assessment should be via a well-structured assignment brief, which is clearly written and is appropriate for the level. The brief should explain clearly the evidence learners need to produce in order to meet the assessment criteria. It is suggested that the assessment covers both learning outcomes.

For assessment criterion 1.1, learners need to outline the effects of global warming and for 1.2 give examples of what sustainability means. Assessment for this criterion could take the form of a presentation. An article on an environmental concern could be used to focus learners who then have to define sustainability in their own words.

For assessment criterion 2.1, learners need to develop the knowledge from learning outcome 1 and state how sustainability helps our environment, giving examples to support their statement where appropriate. This could include protection, energy reduction, pollution and wastage aspects.

For assessment criterion 2.2, learners need to give ways in which buildings can be sustainable to meet our needs.

Evidence for both assessment criteria could be a written summary, poster presentation or ICT-based presentation.

Essential resources

Learners will require access to computers and the internet to research definitions and applications of sustainability. A guest speaker would also enhance delivery.

Indicative resource materials

Textbooks

Makcay D – *Sustainable Energy Without the Hot Air* (UIT Cambridge, 2009)
ISBN 9780954452933

Scott N, Schiffler A – *Reduce, Reuse, Recycle! An Easy Household Guide* (Green Books, 2004)
ISBN 9781903998403

Websites

Education.Com www.education.com/topic/family-green-living/

Engauge www.engaugeonline.co.uk

Environmental research www.environmentalresearchweb.org/cws/home

DVD

Construction Skills – *A Guide to Sustainability in the Construction Industry* (2008)
ISBN 9781857512779

Unit 22: Project in Sustainability

Unit reference number: D/601/3156

Level: Entry 3

Credit value: 3

Unit aim

This unit allows learners to undertake a practical project that will raise their awareness of sustainability in relation to their place of study.

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 area of interest to them in relation to their place of study. Learners will select a topic from the eight sustainability-themed gateways.

Learners will have the opportunity to develop project management skills by implementing their sustainability projects. Learners can develop basic skills in selecting relevant evidence and rejecting biased or irrelevant information when researching information for their projects. Learners can also develop skills in handling and presenting 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 their place of study	1.1 identify a suitable project 1.2 plan activities to given deadlines 1.3 identify possible risks
2 Be able to undertake a practical sustainability project	2.1 undertake the chosen project
3 Be able to present the results of a sustainability project	3.1 list the results of the sustainability project 3.2 make a recommendation
4 Be able to reflect on the sustainability project	4.1 reflect on how the project meets its objectives 4.2 list strengths and areas for improvement

Unit content

1 Be able to plan a project to promote sustainability in their place of study

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 activities to given timelines

Risks: identify risks eg relevant risks identified, appropriate risk assessments, health and safety, correct Personal Protective Equipment (PPE)

2 Be able to undertake a practical sustainability project

Project: implementation; operations; health and safety; communication

3 Be able to present the results of a sustainability project

Results: record; report results; outcomes

Recommendation: formulate a recommendation based on project outcomes

4 Be able to reflect on the sustainability project

Objectives: how the project meets the original aims and objectives

Strengths and areas for improvement: own performance; what went well; what could have been improved

Essential guidance for tutors

Delivery

It is expected that the project will be selected and carried out in relation to the learner's place of study. All eight sustainability-themed gateways need to be introduced in this unit. For their project, learners then explore an area selected from the eight gateways or sustainability themes.

To gain background knowledge and understanding, learners could visit a site, for example a recycling centre, or an employer could give a presentation regarding one of the eight sustainability gateways. 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.

Within the confines of the centre's resources, learners may have some autonomy with regard to the management and planning of the project, although once the project title has been chosen, it is expected that learners will be given a rigid plan to follow. 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 this appropriate.

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 carrying out the project, and how to reduce risks. In most cases, learners will identify risks, which will be checked by the tutor. The tutor will then prepare risk assessments and talk them through with learners. The project will be practical, with only limited research, and it is expected that learners may need substantial guidance regarding their choice of project.

For learning outcome 2, learners will need guidance and supervision to ensure that they work safely, use the correct PPE and maintain their deadlines. Centres can decide whether learners can collaborate with each other whilst undertaking the project, or whether they will work as individuals. It is recommended that learners receive 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 could produce an annotated list and/or give a presentation. Recommendations could take the form of a leaflet, poster, presentation, or any other suitable format appropriate to the cohort and centre. Tutors need to complete a suitable witness statement to support learners' presentations.

Delivery of learning outcome 4 could be integrated with delivery of learning outcome 3, and could be a tutorial and/or group discussion supported by a tutor witness statement. 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 provide a title and a brief description of the project objective. For assessment criterion 1.2, learners need to produce a list of appropriate activities, against the dates given by the tutor, and an indication of the required resources. To guide learners, tutors may wish to provide an action plan template, on which they can enter their activities. For assessment criterion 1.3, learners could provide evidence of undertaking a risk assessment and produce lists of PPE etc. It is advisable that learners complete, and are assessed on, these assessment criteria before moving on to the other assessment criteria in the unit. This 'interim assessment' will give tutors the opportunity to ensure that the suggested project is feasible in the time available, and safe to undertake.

For assessment criterion 2.1, learners need to undertake the project safely and effectively. An assessor's observation record should be completed to confirm that learners have successfully carried out the project.

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 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) could be assessed together. Evidence could take any suitable format, for example a report, ICT-based presentation, poster or any other format that allows learners to cover the unit content and achieve the assessment criteria. For assessment criterion 4.2, learners could present a table of the project's strengths and areas for improvement.

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

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

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*
- *Functional Skills publications – specifications, tutor support materials and question papers*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

Professional development and training

Pearson supports UK and international customers with training related to Pearson qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

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To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.
- Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson/BTEC qualification framework

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
3			Pearson BTEC Award and Certificate in WorkSkills	Pearson Edexcel Level 3 NVQ in Management
2	Edexcel GCSE in Citizenship Studies	Pearson Edexcel Level 2 Award and Certificate in Personal and Social Development	Pearson BTEC Level 2 Award/Certificate/Diploma in WorkSkills	Pearson Edexcel Level 2 NVQ in Team Leading
1			Pearson BTEC Level 1 Award/Certificate/Diploma in WorkSkills Pearson BTEC Level 1 Certificate/Diploma in Business Administration	
Entry			Pearson BTEC Entry Level 3 Award/Certificate in WorkSkills	

Annexe B

Pathways for accreditation for KS3 and KS4 learners

Entry 1, 2 and 3 Edexcel Entry Level BTEC Certificate in Skills for Working Life, Edexcel Entry Level Award and Certificate in Personal and Social Development (Entry 2) and (Entry 3) — unit mapping overview

New units \ Old units	Improving Your Learning	Interview Skills	Assertiveness	Introduction to Skills for Work	Managing Money	Personal Presentation Skills	Rights and Responsibilities	Your Role at Work	Setting Up an Enterprise Activity	Producing a Product	Personal Safety	Positive Alternatives to Paid Work	Working in the Community	Introduction to Computers	Working Together	Dealing with Problems	Investigating Personal Lifestyle
Unit 1: Working Towards Goals																	
Unit 2: Dealing with Problems in Daily Life																F	
Unit 3: Working as Part of a Group															P		
Unit 4: Developing Self																	
Unit 5: Managing Social Relationships																	
Unit 6: Individual Rights and Responsibilities							P	P									
Unit 7: Community Action													F				

New units	Old units																
	Improving Your Learning	Interview Skills	Assertiveness	Introduction to Skills for Work	Managing Money	Personal Presentation Skills	Rights and Responsibilities	Your Role at Work	Setting Up an Enterprise Activity	Producing a Product	Personal Safety	Positive Alternatives to Paid Work	Working in the Community	Introduction to Computers	Working Together	Dealing with Problems	Investigating Personal Lifestyle
Unit 8: Healthy Living																	F
Unit 9: Preparation for Work				P								P					
Unit 10: Managing Own Money					P												
Unit 11: Working towards Goals																	
Unit 12: Dealing with Problems in Daily Life																F	
Unit 13: Working as Part of a Group															P		
Unit 14: Developing Self																	
Unit 15: Managing Social Relationships																	
Unit 16: Individual Rights and Responsibilities							P	P									
Unit 17: Community Action													F				

New units	Old units																
	Improving Your Learning	Interview Skills	Assertiveness	Introduction to Skills for Work	Managing Money	Personal Presentation Skills	Rights and Responsibilities	Your Role at Work	Setting Up an Enterprise Activity	Producing a Product	Personal Safety	Positive Alternatives to Paid Work	Working in the Community	Introduction to Computers	Working Together	Dealing with Problems	Investigating Personal Lifestyle
Unit 18: Healthy Living																	F
Unit 19: Preparation for Work				P								P					
Unit 20: Managing Own Money					P												
Unit 21: Sustainability and Our Environment																	
Unit 22: Project in Sustainability																	

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe C

Mapping to Functional Skills

[illegible]

December 2017

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