



Pearson BTEC Entry Level in **Personal Growth and Wellbeing (Entry 3)**



Pearson
BTEC

Specification

First teaching from September 2020

Pearson BTEC Entry Level Subsidiary Award in Personal Growth and Wellbeing (Entry 3)

Pearson BTEC Entry Level Award in Personal Growth and Wellbeing (Entry 3)

Pearson BTEC Entry Level Certificate in Personal Growth and Wellbeing (Entry 3)

Pearson BTEC Entry Level Extended Certificate in Personal Growth and Wellbeing (Entry 3)

Pearson BTEC Entry Level in Personal Growth and Wellbeing (Entry 3)

**Subsidiary Award
Award
Certificate
Extended Certificate**

Specification

First teaching September 2020

Issue 2

About Pearson

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Summary of Pearson BTEC Entry Level in Personal Growth and Wellbeing (Entry 3)

Summary of changes made between previous issue and this current issue	Page number
Further detail added to P1 guidance for assessors	36
Further detail added to P2 guidance for assessors	36

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

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

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Welcome

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

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. These Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications reflect our commitment to improving the learning experience for learners studying below Level 1, enabling them to be successful and to progress towards sector-specific qualifications at Levels 1 and 2.

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

We have addressed this through:

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

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

A word to learners

Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications will demand a lot of practical work from you. You will complete a range of units, be organised and take assessments that will demonstrate your skills. You can feel proud in achieving a BTEC because, whatever your plans, success in your Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualification will help you to progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

Overview of the Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications. It includes all the units for these qualifications and also signposts additional handbooks and policies you need to use to plan your programmes.

These qualifications have been designed for all learners who wish to achieve a Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualification in preparation for future study.

The qualifications have been designed to meet explicitly the needs of this group of learners in terms of content, assessment and progression. The purpose of Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications is to support learners' skill development in preparation for higher-level learning, therefore increasing opportunities for learners to progress.

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

The qualifications are:

Pearson BTEC Entry Level 3 Subsidiary Award in Personal Growth and Wellbeing (30 GLH)
(Qualification Number 603/6154/2)

Pearson BTEC Entry Level 3 Award in Personal Growth and Wellbeing (60 GLH)
(Qualification Number 603/6155/4)

Pearson BTEC Entry Level 3 Certificate in Personal Growth and Wellbeing (120 GLH)
(Qualification Number 603/6157/8)

Pearson BTEC Entry Level 3 Extended Certificate in Personal Growth and Wellbeing (210 GLH)
(Qualification Number 603/6158/X)

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

Title	Size and structure	Summary purpose
Subsidiary Award	30 GLH (31 TQT) One optional unit	Designed for learners who may be ready to progress quickly to further study and need a short course to address particular skills and knowledge gaps in their personal growth.
Award	60 GLH (62 TQT) Two optional units	Designed to give learners the opportunity to address skills and knowledge gaps in their personal growth development.
Certificate <i>(the Certificate size will cover all of the RSE requirements for England and Wales)</i>	120 GLH (125 TQT) Four optional units	Designed to be taken over one or two years, the Certificate is mapped to the statutory RSE requirements and is primarily aimed at pre-16 learners. Learners may study this qualification alongside GCSE or vocational qualifications to form a holistic balance curriculum.
Extended Certificate	210 GLH (221 TQT) Seven optional units	Designed to be taken over one or two years, the Extended Certificate is aimed at learners with significant skills and knowledge gaps in their personal growth and need to study a broad range of topics to aid further understanding and support next stage progression.

Total Qualification Time (TQT)

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

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

Qualification features

Pearson has developed the content of the new Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications through consultation with staff in further education and other centres that deliver qualifications at this level. This has led us to design qualifications with a focus on skills development. Our intention is to encourage learners to:

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

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

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

Communication

- Writing, speaking and listening to others.
- Using body language to help communication.
- Using communication for different purposes.

Working with others

- Setting common goals.
- Showing respect for others in the team and valuing their contributions.
- Listening to others in the team, being open minded.
- Taking on roles and responsibilities.

Problem solving

- Identifying issues by being able to examine information.
- Dealing with change.
- Decision making to find solutions.
- Staying with a problem until it is resolved.

Managing and presenting information

- Collecting and using information.
- Checking accuracy of information.
- Organising information.
- Representing information in different ways.

Self-management and development

- Setting goals and planning ahead.
- Being flexible.
- Being resilient and able to work under pressure.
- Monitoring performance and devising strategies for improvement.

Structures

The qualifications consist of a choice of 15 optional units that cover a broad range of personal skills and knowledge. The qualification structures enable providers to plan and deliver a personalised learning programme that supports personal growth.

Links to vocational and academic study

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

Qualification assessment

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

The qualifications are graded Pass/Fail.

Starting a programme

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

Language of assessment

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

1 Qualification objectives and purpose

Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing

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

What is the purpose of these Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications?

The Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications are designed around practical skills and tasks that place an emphasis on learners' personal responses to everyday life situations and scenarios. Learners are encouraged to reflect and demonstrate their understanding.

The qualifications give learners the opportunity to acquire and develop generic and transferable skills in order to complete tasks and demonstrate a level of achievement at Entry Level 3, which enables them to progress to further learning or employment.

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

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

Who are these Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications for?

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

The Subsidiary Award in Personal Growth and Wellbeing is intended for learners at Entry Level 3 and is a single-unit qualification that complements a larger programme of study. It is intended for learners who have a specific personal growth and wellbeing development area identified in their progression plan and they will select the unit that meets this skills or knowledge gap to help them progress to their desired outcome at the end of their study. This qualification sits alongside other knowledge and skills qualifications to form a coherent programme of study or transition programme and is targeted at learners who will need specific skills or knowledge to enable them to reach their progression goals.

The Award in Personal Growth and Wellbeing is intended for learners at Entry Level 3 and is a two-unit qualification that complements a larger study programme. It is intended for learners who need to develop skills or knowledge in an area that has been identified within their progression plan. The two-unit approach allows for this to be targeted at developing skills and behaviours across a wider curriculum to enhance employability and develop complementary skills and knowledge components in a programme of study. This qualification would sit alongside other knowledge and skills qualifications to form a coherent programme of study or transition programme and is targeted at learners who will need additional skills and knowledge to enable them to reach their progression goals, which will not be included in the other components of their programme of study.

The Certificate in Personal Growth and Wellbeing is intended for learners at Entry Level 3 and is a four-unit qualification that allows learners the opportunity to follow the RSE curriculum fully through the first four units. It also gives learners the flexibility to develop their employability skills across a variety of unit content knowledge and skills and apply these in a range of relevant contexts. This qualification would sit alongside other knowledge and skills qualifications to form a coherent programme of study or transition programme and is targeted at learners who will need substantial additional skills and knowledge to enable them to reach their progression goals, which will not be included in the other components of their programme of study.

The Extended Certificate in Personal Growth and Wellbeing is intended for learners at Entry Level 3 and is a seven-unit qualification that covers the RSE curriculum but also allows learners to further develop personal skills and behaviours to enhance their employability and develop their emotional health and wellbeing. This qualification would sit alongside other knowledge and skills qualifications to form a coherent programme of study or transition programme and is targeted at learners who will need substantial additional skills and knowledge to enable them to reach their progression goals. It will support future employability and provide the knowledge and skills relevant for the workplace and 21st century challenges.

What do these Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications cover?

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

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

What could these Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications lead to?

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

How do these Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications enable learners to progress?

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

How do the Award and Certificate sizes differ in purpose?

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

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

2 Structure

Pearson BTEC Entry Level 3 Subsidiary Award in Personal Growth and Wellbeing (30 GLH)

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

Pearson BTEC Entry Level 3 Subsidiary Award in Personal Growth and Wellbeing			
Unit reference	Unit title	GLH	Type
Optional unit			
1	Understanding Physical Health and Wellbeing*	30	Optional
2	Understanding Emotional Wellbeing*	30	Optional
3	Recognising the Importance of Social Health and Wellbeing*	30	Optional
4	Being Aware of Sexual Health and Wellbeing*	30	Optional
5	Becoming Self-aware	30	Optional
6	Recognising Your Rights and Responsibilities	30	Optional
7	Exploring Resilience	30	Optional
8	Becoming More Environmentally Aware	30	Optional
9	Explore the Importance of Money	30	Optional
10	Participating in External Learning Experiences	30	Optional
11	Participating in an Outdoor Learning Activity	30	Optional
12	Planning your Personal Progression	30	Optional

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

Pearson BTEC Entry Level 3 Award in Personal Growth and Wellbeing (60 GLH)

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

Pearson BTEC Entry Level 3 Award in Personal Growth and Wellbeing			
Unit reference	Unit title	GLH	Type
Optional units			
1	Understanding Physical Health and Wellbeing*	30	Optional
2	Understanding Emotional Wellbeing*	30	Optional
3	Recognising the Importance of Social Health and Wellbeing*	30	Optional
4	Being Aware of Sexual Health and Wellbeing*	30	Optional
5	Becoming Self-aware	30	Optional
6	Recognising Your Rights and Responsibilities	30	Optional
7	Exploring Resilience	30	Optional
8	Becoming More Environmentally Aware	30	Optional
9	Explore the Importance of Money	30	Optional
10	Participating in External Learning Experiences	30	Optional
11	Participating in an Outdoor Learning Activity	30	Optional
12	Planning your Personal Progression	30	Optional

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

Pearson BTEC Entry Level 3 Certificate in Personal Growth and Wellbeing (120 GLH)

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

Pearson BTEC Entry Level 3 Certificate in Personal Growth and Wellbeing			
Unit reference	Unit title	GLH	Type
Optional units			
1	Understanding Physical Health and Wellbeing*	30	Optional
2	Understanding Emotional Wellbeing*	30	Optional
3	Recognising the Importance of Social Health and Wellbeing*	30	Optional
4	Being Aware of Sexual Health and Wellbeing*	30	Optional
5	Becoming Self-aware	30	Optional
6	Recognising Your Rights and Responsibilities	30	Optional
7	Exploring Resilience	30	Optional
8	Becoming More Environmentally Aware	30	Optional
9	Explore the Importance of Money	30	Optional
10	Participating in External Learning Experiences	30	Optional
11	Participating in an Outdoor Learning Activity	30	Optional
12	Planning your Personal Progression	30	Optional

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

Pearson BTEC Entry Level 3 Extended Certificate in Personal Growth and Wellbeing (210 GLH)

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

Pearson BTEC Entry Level 3 Extended Certificate in Personal Growth and Wellbeing			
Unit reference	Unit title	GLH	Type
Optional units			
1	Understanding Physical Health and Wellbeing*	30	Optional
2	Understanding Emotional Wellbeing*	30	Optional
3	Recognising the Importance of Social Health and Wellbeing*	30	Optional
4	Being Aware of Sexual Health and Wellbeing*	30	Optional
5	Becoming Self-aware	30	Optional
6	Recognising Your Rights and Responsibilities	30	Optional
7	Exploring Resilience	30	Optional
8	Becoming More Environmentally Aware	30	Optional
9	Explore the Importance of Money	30	Optional
10	Participating in External Learning Experiences	30	Optional
11	Participating in an Outdoor Learning Activity	30	Optional
12	Planning your Personal Progression	30	Optional

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

3 Units

Understanding your units

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

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

Section	Explanation
Unit number	The numbering of the units is sequential from 1–12.
Unit title	This is the formal title used and it appears on certificates.
Level	All units are at Entry Level 3 as outlined in the Ofqual level descriptors.
Unit type	This shows whether a unit is a mandatory or optional unit. See structure information in <i>Section 2</i> for full details.
GLH	Units may have a value of 30 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
Unit in brief	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
Unit summary	This section helps tutors to see at a glance the key teaching areas in the unit presented against the learning aims.
Teaching and learning contexts/Delivery contexts	This section shows examples of how a may be taught in a variety of contexts and personal scenarios.
Unit content	This section sets out the required teaching content of the unit, which can be contextualised to a chosen sector area. Content is compulsory except when 'such as' is specified where teachers should select which aspects of the unit content is most relevant to the learners' assignment. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
Learning aims	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
Assessment	This section shows an indication of the evidence and how this may be demonstrated by learners, the depth and breadth of skills for a Pass and the guidance for assessor that amplifies the assessment criteria.
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain a Pass grade. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.

Section	Explanation
Guidance for assessors	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass standard.
Delivery activities	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities that can be used to help introduce, develop and embed relevant skills and to encourage learner progress.
Suggested assessment activity	This section suggests scenarios and tasks that can be used in summative assessment activities.

4 Planning your programme

How do I choose the right Pearson BTEC Entry Level 3 qualification size in Personal Growth and Wellbeing for my learners?

Pearson BTEC Entry Level 3 qualifications in Personal Growth and Wellbeing are available in a choice of four sizes, the Subsidiary Award, Award, Certificate and the Extended Certificate, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Certificate size and then progress to the larger Extended Certificate. They may then progress to higher level learning or employment. All sizes allow for learners to take complementary qualifications such as Mathematics and English alongside.

Is there a learner entry requirement?

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

Learners are most likely to succeed if they:

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

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed.

Further information is given in *Section 7 Quality assurance and centre approval*.

What knowledge is needed to teach these qualifications?

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

What resources are required to deliver these qualifications?

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

Which modes of delivery can be used for these qualifications?

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

Support

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

What support is available?

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

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

5 Assessment

Introduction

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

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

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

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

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

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

Principles of internal assessment

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

Assessment through assignments

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

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

Assessment decisions through applying unit-based criteria

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

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

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

The assessment team

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

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

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

Effective organisation

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

Learner preparation

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

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

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

Setting effective assignments

Setting assignments

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

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

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory.

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

Providing an assignment brief

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

An assignment brief should have:

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

Forms of evidence

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

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

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

The form(s) of evidence selected must:

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

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

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

Making valid assessment decisions

Authenticity of learner work

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

An assessor must assess only learner work that is authentic, i.e. learners' own independent work.

Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

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

Assessors must complete a declaration that:

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

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

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

Making assessment decisions using criteria

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

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

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

Pass criteria all relate to individual learning aims.

Dealing with late completion of assignments

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

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

Issuing assessment decisions and feedback

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

The information given to the learner:

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

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

Planning and record keeping

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

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan, the assessment team may wish to consider: the time available to undertake teaching and carry out assessment, taking account of when quality assurance will take place the completion dates for different assignments who is acting as IV for each assignment and the date by which the assignment needs to be verified setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are: verification of assignment briefs learner authentication declarations assessor decisions on assignments, with feedback given to learners verification of assessment decisions.

6 Administrative arrangements

Introduction

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

Learner registration and entry

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

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

Access to assessment

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

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

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

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

Administrative arrangements for internal assessment

Records

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

Reasonable adjustments to assessment

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

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

Special consideration

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

Appeals against assessment

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

Dealing with malpractice in assessment

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

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives full information on the actions we expect you to take.

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

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

Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

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

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

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

Results issue

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

Post-assessment services

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

Additional documents to support centre administration

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

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

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

7 Quality assurance and centre approval

Centre and qualification approval

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

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

Continuing quality assurance and standards verification

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

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

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

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

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

Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications

Pearson delivery guidance and quality assurance requirements – NVQs/SVQs and competence-based qualifications.

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

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

8 Resources and support

Our aim is to give you support to enable you to deliver BTEC Entry Level 3 Personal Growth and Wellbeing qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of the Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Support for teaching and learning

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

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

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

Support for assessment

Sample assessment materials for internally-assessed units

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

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Entry Level 3 Personal in Growth and Wellbeing qualifications. They include:

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

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of Pearson BTEC Entry Level 3 in Personal Growth and Wellbeing qualifications.

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

Units

Unit 1: Understanding Physical Health and Wellbeing

Level: **Entry 3**

Guided learning hours: **30**

Total Unit Time: **34**

Unit in brief

The aim of this unit is for learners to understand the factors that contribute to physical health and wellbeing.

Unit introduction

Physical health is an important aspect of leading a healthy lifestyle. It can help to prevent long-term chronic illness such as heart disease, obesity and respiratory problems. A healthy lifestyle can also enhance your self-esteem and confidence, increase your energy levels and help improve your social relationships, which all contribute to your wellbeing.

In this unit, you will consider the benefits of physical health and how it contributes to a healthy lifestyle. You will also find ways to monitor physical health and wellbeing.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Understand the role of physical health on health and wellbeing	<ul style="list-style-type: none"> Information on the benefits and risks that contribute to physical health and wellbeing.
B Describe ways to monitor physical health and wellbeing	<ul style="list-style-type: none"> Information on how physical health and wellbeing could be monitored.

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• Healthy lifestyles• Benefits of healthy lifestyles• Types of physical activity• Benefits of physical activity• Health risks• Motivational techniques• Plans for daily routines and personal progress	<ul style="list-style-type: none">• Research• Communication• Personal Social

Unit content

Approach (how the learner should approach this unit)

- Understand physical health and how it contributes to a healthy lifestyle.
- Make informed choices about personal physical activity.
- Know how to gather information on physical health and wellbeing.

Knowledge

Understanding healthy lifestyles

- Healthy lifestyles, e.g. diet, exercise, sleep, interacting with others, personal hygiene.
- Benefits of healthy lifestyles, e.g. makes us feel good, helps manage stressful situations, fitness levels, social engagement, protects from long-term illness.
- Different types of physical activity e.g. aerobic, muscle strengthening, stretching, bone strengthening.
- Benefits of physical activity, e.g. improve heart rate, fitness levels, strengthening, flexibility, aids sleep.
- Risks of not participating in physical activities, e.g. weight gain, lack of strength, illness, lack of flexibility, health deterioration.
- Local facilities available to help promote physical health, e.g. swimming pools, gyms, fitness centres, clubs, athletic tracks.
- Participate in an individual or group physical activity.

Monitoring physical health and wellbeing

- Technology, e.g. using health apps to record diet, sleep patterns, exercise routines, internet websites.
- Personal target setting, e.g. set personal challenges, exercise with friends, coaches, club memberships.
- Lifestyle health risks and their physical impact, e.g. the impacts of smoking, taking drugs, drinking alcohol, common injuries associated with physical activity.

Skills

- Research, e.g. the benefits of a physical lifestyle for health and wellbeing, local facilities.
- Communication, e.g. verbal, non-verbal, active listening, negotiation skills.
- Personal social, e.g. interpersonal relationships, respect for others, managing emotions, learning new skills, review and reflection.

Assessment Criteria

Learning aim A: Understand the role of physical health on health and wellbeing

Evidence must include information on the benefits and risks that contribute to physical health and wellbeing.

A.P1 Outline the benefits of physical activity.

A.P2 Outline the risks that lifestyle choices can have on physical wellbeing.

Guidance for assessors

For P1

Learners will list the benefits of a healthy lifestyle and physical activity for health and wellbeing offering simple reasons that justify the item selection e.g. regular cardiovascular exercise raises the heart rate, which makes it stronger and more efficient.

For P2

Learners will list the risks associated with physical wellbeing including lifestyle choices, activity, inactivity, common injuries offering simple reasons that justify the item selection e.g. eating fatty foods can cause arteries to become blocked reducing blood flow and increasing risk of heart disease.

Learning aim B: Describe ways to monitor physical health and wellbeing

Evidence must include information on how physical health and wellbeing could be monitored.

B.P3 Suggest ways that physical health and wellbeing can be monitored.

Guidance for assessors

For P3

Learners will consider how physical health and wellbeing could be monitored using target setting, technology and avoiding risks.

Delivery guidance

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

Introduction to unit

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

Group discussion to explain the meaning of 'physical activity', healthy lifestyles.

How physical activity and non-activity impacts on health and wellbeing, e.g. raise your heart rate, improve strength and flexibility, illness and lack of stamina.

Pairs/groups compile lists of the types of physical activity.

Discussion on some of the benefits of participating in physical activities.

Suggested time: about 2 hours.

Activities: Physical activity and daily routines

Learners could watch short film clips that demonstrate people carrying out daily routines at home. This may be followed by discussions on how everyday tasks can be a form of physical activity and how they can improve fitness levels.

Learners could then complete a checklist showing the activities that they do on a daily basis that improves their fitness levels. The checklist could have three headings, i.e. improve heart rate, gain strength, become more flexible. The group could then discuss the outcomes and what could be done to improve their own physical health.

Learners could discuss their own engagement in physical activity and its benefits.

Suggested time: about 4 hours.

Activities: Finding out about facilities that offer physical activity

Learners in pairs could discuss what information they want to find out. This may include facilities on offer, opening times, cost, accessibility, age restrictions, levels of ability required.

Tutor-led discussion on where to find sources of information, e.g. find a local swimming pool, gym.

Learners can research local provision using a range of sources such as local library, newspaper, internet, noticeboards.

Learners, in pairs, work on comparing findings such as cost, facilities, location and general benefits of participation.

Learners could assess their own participation in activities where appropriate.

Suggested time: about 3 hours.

Activities: The impact of physical health on wider personal wellbeing

Learners begin to consider how addressing physical health can have a positive impact on other areas, e.g. emotional and social.

Tutor-led discussions on the benefits of maintaining physical health for our bodies.

Tutor-led discussions on the risks associated with inactivity for our bodies.

Wider discussions on how lifestyles choices affect physical health, e.g. drugs, alcohol, diet, rest and sleep.

Group discussions on barriers to maintaining physical health, e.g. age ability/disability, location of facilities, cost and time to participate, type of employment role.

Use of scenarios describing individuals and their current lifestyles choices with suggestions for improvements.

Learners could be shown how to warm up before a physical activity and how to cool down.

A short explanation may be given to help learners understand the importance of following this routine.

Tutor-led physical activities (if appropriate) learners could be asked to carry out simple stretching and movement exercises whilst standing, sitting and lying down.

Learners review how they felt in taking part and consider how these routines may help physical wellbeing.

This could be extended to working with a partner or a small group.

Visitors could be invited in to talk about the subject.

Visits could be made to local facilities or learners could be invited to participate in an organised physical activity (where appropriate).

Suggested time: about 7 hours.

Activities: Monitoring physical health and wellbeing

Tutor-led discussion on a range of ways to assess and monitor physical health, highlighting target setting, the role of technology, following health-related guidance and ways to avoid risks.

Small groups could be assigned the areas above to consider their responses and suggestions.

Whole-group discussion based on group responses.

Checklists of understanding can be drawn together to consider do's and don'ts.

Suggested time: about 4 hours.

Activities: Health risks

Tutor-led discussion on short- and long-term health risks associated with physical health.

Learners could be given a list of factors, e.g. weight gain, lack of strength, illness, lack of flexibility, health deterioration, and asked to consider how each relates to physical health.

This could be extended into suggestions on ways to improve.

Tutor-led discussion and reference to factual advice available on the above.

Suggested time: about 2 hours.

Activities: Dealing with common injuries

Learners are not expected to become trained first aiders, however they should be aware of basic responses to managing common injuries.

Scenarios could be used to highlight injuries and generate immediate courses of action, e.g. use of ice packs, bandaging to avoid infection, referral to hospital, applying slings.

Health professionals could be invited in to give practical demonstrations.

Learners could demonstrate immediate responses to injuries within a simulated activity and discuss their approach.

Suggested time: about 4 hours.

Activity: Preparing for assessment

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

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

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

Suggested time: about 2 hours.

Activity: Post assessment

Group discussion on learning and assessment experiences.

Individual reviews of own performance and future planning.

Review of own physical health and ways to maintain or improve it.

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s):

Your task is to find out and present information on benefits and risks to physical health and wellbeing and ways they could be monitored.

You should consider:

- how physical activity/inactivity impacts on health and wellbeing
- benefits and risks affecting physical health and wellbeing
- ways to monitor physical health and wellbeing including technology, target setting and avoiding risks.

You will present your information in an appropriate format.

Unit 2: Understanding Emotional Wellbeing

Level: **Entry 3**

Guided learning hours: **30**

Total Unit Time: **32**

Unit in brief

The aim of this unit is for learners to understand emotional wellbeing and the behaviours and conditions that influences it.

Unit introduction

Emotions and feelings, our moods and our thoughts all contribute to our emotional wellbeing. We have positive emotions such as feeling happy, content or satisfied, but we can all have negative emotions such as feeling angry, depressed, anxious or frustrated. Emotional wellbeing is about managing both our positive and negative feelings in a healthy way.

In this unit, you will consider how to improve and maintain your emotional wellbeing. You will also understand how and when to seek help and support if needed.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Identify factors that can impact on emotional wellbeing	<ul style="list-style-type: none"> • A log of examples of behaviours and situations and their impact on emotional wellbeing.
B Understand ways of improving and maintaining positive emotional wellbeing	<ul style="list-style-type: none"> • Information on how to improve and maintain positive emotional wellbeing.

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• Different types of positive and negative emotion• Factors that can influence emotional wellbeing• Life situations affecting emotional wellbeing• Signs of positive emotional wellbeing• Improving and maintaining emotional wellbeing• Sources of help and support	<ul style="list-style-type: none">• Communication• Personal social• Self-reflection

Unit content

Approach (how the learner should approach this unit)

- Identify behaviours and situations that affect emotional wellbeing.
- Know how to communicate personal emotions and feelings.
- Know how to seek help and advice on emotional wellbeing issues.

Knowledge

Factors that impact on mental health and emotional wellbeing

- Mental health is part of the normal pattern of development.
- Different types of positive and negative emotion, e.g. happy, content, feeling positive, fear, anger.
- Factors that can influence emotional wellbeing, e.g. social and economic factors, health, work, study, environment, finances, culture.
- Life situations that affect mental health, e.g. marriage, bereavement, separation from family or partner, moving to a new area or job.
- Signs of positive mental health and emotional wellbeing, e.g. ability to cope with change and uncertainty, to express emotions.
- Behaviours of others that influence mental health and emotional wellbeing, e.g. peer group or social group pressure, social media.

Managing own mental health

- Improving and maintaining emotional wellbeing, e.g. being physically active, socialising, asking for help from trusted people, learn new skills, spending time outdoors, voluntary work, getting involved with work in the community, living in the 'here-and-now', keeping a diary, mindfulness.
- Benefits of communicating feelings to help promote emotional wellbeing, e.g. increased confidence, manage in times of change and uncertainty, positive self-esteem, cope with daily stresses.
- Sources of help and support for those who experience mental ill health, e.g. local support groups, caring and trusted friendships, mental health charities, online.

Skills

- Communication, e.g. talking about mental health issues, active listening.
- Personal social, e.g. assertiveness, resilience, flexibility, ability to accept feedback, respect others' opinions.
- Reflection on own mental health and when to seek help.

Assessment Criteria

Learning aim A: Identify factors that can impact on emotional wellbeing

Evidence must include a log of examples of behaviours and situations and their impact on emotional wellbeing.

A.P1 Outline factors that can impact on emotional wellbeing.

Guidance for assessors

For P1

Learners will give examples of influences, situations and behaviours that can affect emotional wellbeing.

Learning aim B: Understand ways of improving and maintaining positive emotional wellbeing

Evidence must include information on how to improve and maintain positive emotional wellbeing.

B.P2 Describe ways to improve and manage emotional wellbeing.

Guidance for assessors

For P2

Learners will provide at least two examples of how to improve and maintain emotional wellbeing and give one example of how they have managed a situation that has affected their own emotional wellbeing.

Delivery guidance

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

Introduction to unit

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

To introduce this unit, learners could work in small groups to complete a cooperative art project with a specific end goal, e.g. making a machine that moves using junk materials. A specific time limit would be set. Learners would then need to explain what their end product is and how it works. Each group would then be asked to share how well the groups worked together and why. Learners could be given a glossary of key words and terms appropriate to this unit and asked to find out or discuss their meaning.

Suggested time: about 2 hours.

Activities: Introducing emotional health

Following some initial discussion, learners could complete a tutor-designed worksheet that asks them to give examples of positive and negative emotions. Learners can then share their ideas with the rest of the group. The group could then give examples of different situations or behaviours that could bring about positive or negative emotions.

Learners could watch short video clips from different mental health organisations to stimulate discussion of the topic.

Learners could be given scenarios based on everyday situations that pose problems and may have an emotional response, e.g. losing keys, phone, wallet/purse.

They could then consider how that would make them feel and discuss actions needed, e.g. reporting an incident to others, finding ways to replace items.

Suggested time: about 3 hours.

Activities: Exploring situations that can influence emotional wellbeing

Working in small groups, learners could complete a tutor-designed worksheet with three headings, although more could be added. The first heading could be 'significant life events', the second heading could be 'positive emotions' and the final column could be 'negative emotions'. Not every column will necessarily have an entry. When learners complete the worksheet, they can share and discuss their responses.

Following on from the previous activity, learners can then discuss how they would respond to some of these situations.

Small-group discussion on how our emotional health may impact on other aspects of wellbeing. Learners could be given scenarios and case studies to consider.

Suggested time: about 4 hours.

Activities: Exploring how social groups can influence behaviour

Learners could watch video clips that show the behaviour of large social groups such as fans at a football match or social gathering. They can discuss how being part of these groups can influence their own emotional behaviour.

Learners could also find out about celebrities who have shared their individual challenges with mental health. Learners could present the information they find and discuss how effective it has been in raising the profile of mental health.

Guest speakers may be invited in to offer information, support and guidance.

Suggested time: about 2 hours.

Activities: Strategies to support emotional wellbeing

Learners can participate in different activities such as physical activities, working as a group on a charity project, or taking part in voluntary work. Learners can review how they felt taking part and what they feel they gained from participating.

Using a tutor-designed worksheet, learners can find and record information from different sources that provide help and support for mental health and emotional wellbeing. The information gathered could be presented in a way that allows others to see the sources of help and support. Speakers from local support groups could also be invited to share information.

Discussion on factors that trigger emotional responses and follow up with how to deal with them. Small groups could consider reactions and consequences to given challenging situations.

Strategies and responses could be discussed in groups, e.g. taking time to consider the problem, sharing and seeking advice from others, reflecting back.

Role play could be used to highlight and discuss approaches, responses and consequences of actions.

Suggested time: about 6 hours.

Activities: Experiencing how life situations can influence health

Throughout the delivery of this unit, learners could be given the opportunity to take part in role play that explores different life situations and how it affects mental health and emotional behaviour. Learners could be encouraged to share their feelings and could identify where they can get help and support. This activity would need to be handled sensitively. Similar role-play activities could be based on how other people's behaviour can affect emotional health.

Case studies could be used to aid discussion.

Learners could be asked to consider future situations that may have an emotional impact on their personal wellbeing, e.g. losing a job, financial difficulties, relationship breakdowns.

They could then state how emotional health could be affected and suggest ways of coping.

Suggested time: about 6 hours.

Activity: Preparing for assessment

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

Working individually, learners can discuss with their tutor what examples they are going to review.

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

Suggested time: about 2 hours.

Activity: Post assessment

Group discussion on learning and assessment experiences.

Individual reviews of own performance and future planning.

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s):

Your task is to reflect on how other people's behaviour and life situations can affect emotional wellbeing.

You will consider

- situations that can affect a person's emotional wellbeing
- behaviours of others that influence emotional wellbeing
- factors that can influence emotional wellbeing.

You will then consider a recent situation that you have experienced. You will need to describe the situation, identify the emotions you felt at the time and how you managed your emotions. Consider what you would do differently if you were to have a similar experience to improve and maintain positive emotional wellbeing.

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

Unit 3: Recognising the Importance of Social Health and Wellbeing

Level: **Entry 3**

Guided learning hours: **30**

Total Unit Time: **32**

Unit in brief

The aim of this unit is for learners to understand the different types of relationship in their lives and the importance of these on their social health and wellbeing.

Unit introduction

Developing positive relationships can have benefits on our social health and wellbeing. They can have a clear impact on all aspects of our lives including at home, work and in education. The ability to build and maintain positive personal relationships is essential for working together and making a positive contribution in society.

In this unit, you will identify the different types of relationship encountered in your life and the importance of these relationships to your social health and wellbeing. You will then consider the behaviours and personal social skills needed to have positive relationships.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Outline how relationships impact on personal health and wellbeing	<ul style="list-style-type: none"> Information on the impacts of relationships on social health and wellbeing.
B Describe personal skills and behaviours used in personal relationships	<ul style="list-style-type: none"> A personal response that shows how personal social skills can help maintain relationships.

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• Types of relationship• Benefits of relationships• Factors that contribute to a healthy relationship• Impacts on health and wellbeing• Behaviours that can harm relationships• Accessing support• Influences of media and online• Managing online safety	<ul style="list-style-type: none">• Personal social• Communications• Self-reflection

Unit content

Approach (how the learner should approach this unit)

- Understand the importance of relationships for health and wellbeing.
- Know how to keep safe in different types of relationship.
- Adapting behaviour within different social relationships.

Knowledge

Relationships

- Types of relationship, e.g. friends, work, families, tutors, peers, online, intimate relationships.
- Benefits of relationships, e.g. mutual support, trust, respect equality and diversity.
- Behaviours that contribute to healthy relationships e.g. honesty, effective communication, integrity, respect, empathy.
- Impact of relationships on health and wellbeing, e.g. support, positive emotional wellbeing, problem solving.

Developing awareness of personal safety

- Behaviours that can harm relationships, e.g. bullying, abuse, prejudice, addiction.
- Accessing support for relationships, e.g. online, offline.
- Influences of media/social media on health and wellbeing e.g. portrayal of relationships, body image, advertising.
- Managing online safety, e.g. impacts of sharing intimate images, sharing sensitive material, personal reputation, viewing harmful content.

Skills

- Personal social, e.g. positive interaction, negotiation, assertiveness, flexibility.
- Communication, e.g. verbal, non-verbal, active listening, eye contact, body language.
- Self-reflection, e.g. empathy, behaviour.

Assessment Criteria

Learning aim A: Outline how relationships impact on personal health and wellbeing

Evidence must include information on the impacts of relationships on health and wellbeing.

A.P1 List the impacts of relationships on personal health and wellbeing.

Guidance for assessors

For P1

Learners will list the types of relationship people encounter throughout life and give information on the impacts of these on health and wellbeing.

Learning aim B: Describe personal skills and behaviours used in personal relationships

Evidence must include audio, visual or written materials describing the role of personal skills and behaviours within safe relationships.

B.P2 Describe personal skills and behaviours that contribute to safe positive relationships.

Guidance for assessors

For P2

Learners will produce information describing how relationships can be developed safely through the use of behaviours and personal social skills, communication skills and self-reflection.

Delivery guidance

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

Activities: Introduction to unit

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

Learners could be given a list of key words and terms relevant to this unit and asked to discuss or find out their meaning.

Tutor-led activity on the need for ground rules when delivering this unit. Confidentiality should be ensured by the tutor. Learners should be told not to disclose anything too personal and be aware of people and organisations they can speak to for help.

Learners can suggest what they think will be needed in a set of rules so that people feel safe and reassured to discuss these issues. The tutor should have some suggestions prepared such as: the need to respect other people's point of view; not to use prejudicial language; not to feel pressurised into discussing personal issues.

Tutor-led discussion on types of relationship.

Suggested time: about 3 hours.

Activities: Exploring values and attitudes towards relationships

Activities to discuss attitudes, values and beliefs, where learners must decide where they stand on a range of moral, social and relationship issues. This can be a 'line' across the room and ask learners to agree/disagree with a range of statements such as 'people should be married before they have sex'. This can also be an activity based on facts about the law or any other topic in this unit.

Small-group discussions based on famous people in popular culture and their partners, including examples of same sex, differing ages and cultural and ethnic backgrounds. Learners explore their views and attitudes and this is then opened up to the whole group for further discussion.

Suggested time: about 4 hours.

Activities: Beginning to explore positive relationships

In small groups: list the different relationships we have in our lives.

Using three relationships, consider 'What are the boundaries/rules associated with each of the different types of relationship?' For example, would you tell your tutor/parent the same things as you would your best friend?

Group discussion on 'why are relationships important'? What is it that we get out of relationships, personally? What are the good things about relationships? What negative things can happen in relationships to make them unhealthy?

Case studies from the media/TV/internet about different relationships and what makes them positive or negative. Learners can suggest their own examples.

Tutor-led discussion on the importance of stable, committed relationships. This can include references to faith, culture and the potential consequences of people having sex too early in a relationship.

Suggested time: about 4 hours.

Activities: Developing awareness of social skills in relationships

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

Follow up on the above considering different cultures and societies and how expected behaviours are different.

Consider how we as individuals expect others to behave in a range of relationships and what we think they expect from us in return. What are the rules around this?

Tutor-led discussion on what do we mean by healthy behaviour in relationships. This should generate a list that may include: good communication, listening to each other; cooperation; empathy; respecting others, positive conflict resolution, gender equality.

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

Video clips of different scenarios showing the positive use of different behaviours in different relationships.

Learners make a checklist of the behaviours that are important in healthy relationships

Role play different behaviours in relationships, with peer observation, using a checklist to assess appropriateness of behaviours.

Suggested time: about 6 hours.

Activities: Communication skills

Small group/pairs list what do we mean by ‘communication’? Practical games based on communication.

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

Group task on ‘what are good communication skills’.

Short role play or tutor-led simulations showing the use of some of these communication skills in a positive way.

Suggested time: about 3 hours.

Activities: Developing awareness of personal safety

Tutor-led activity-based highlighting some of the potential risks in relationships, including risks to personal safety online, recognising signs of potential abuse in relationships, misuse of drugs and alcohol and identifying appropriate courses of action and support. Tutor gives information on relevant sources of support.

Group activity – being assertive and the right to say no. Scenarios from TV/media/online when people have to say no or should have said no. Make a list about the differences between being passive/assertive/aggressive.

Tutor-led discussion – what are the laws relating to certain aspects around relationships, e.g. sexual health; contraception; sharing sensitive images online; domestic violence. This could be a ‘true or false’ activity, where learners have to decide whether certain aspects of the law are true or not on any of the areas explored in this unit. For example, the age of consent, law relating to distribution of intimate images and ‘Gillick competence’.

Guest speaker – to speak about consequences of negative behaviours in relationships and where to seek help.

Suggested time: about 4 hours.

Activity: Preparing for assessment

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

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

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

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Group discussion on learning and assessment experiences.

Individual reviews of own performance and future planning.

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s)

Your task is to consider types of relationship and their impact on health and wellbeing.

You will consider:

- the types of relationship
- the benefits of these relationships
- the personal skills and behaviours that contribute to safe relationships.

You will present your information in an appropriate format.

Unit 4: Being Aware of Sexual Health and Wellbeing

Level: **Entry 3**

Guided learning hours: **30**

Total Unit Time: **32**

Unit in brief

The aim of this unit is for learners to explore how to have safe and healthy intimate relationships.

Unit introduction

When you are in an intimate relationship you are able to share experiences with each other, enjoy sexual relationships and work together. Knowing how to behave, ensuring your own and others, health and wellbeing, can develop trust and respect for each other.

In this unit, you will learn about sexual health and wellbeing and you will find out about reproductive health and how to stay safe when having sexual relationships. You will also look at different sources of help and advice that are available to you.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Identify factors affecting sexual health and wellbeing	<ul style="list-style-type: none"> Information on the characteristics of a healthy intimate relationship. Information on help and support available.
B Use information to support sexual health and wellbeing in intimate relationships	

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• Characteristics of healthy relationships• Positive factors that contribute to health and wellbeing• Making choices when entering into an intimate relationship• Basic information about reproductive health• Sources of help and advice• Health risks associated with unprotected sex• Contraception• Affect of drugs and alcohol on behaviour	<ul style="list-style-type: none">• Personal social• Decision making• Communication

Unit content

Approach (how the learner should approach this unit)

- Gather information about safe and healthy intimate relationships.
- Recognise own and others' safety within intimate relationships.
- Understand the choices available when entering intimate relationships.

Knowledge

Healthy intimate relationships

- Characteristics of healthy intimate relationships, e.g. mutual support and respect, trust, honesty, loyalty.
- Benefits of a healthy intimate relationship, e.g. enjoy being with each other, share common interests.
- Making choices when entering into intimate relationships, e.g. making future plans, discussing expectations, delaying having sexual relationships, influence of peer groups, giving consent, online.

Safe intimate relationships

- Basic information about reproductive health and pregnancy.
- Types of intimate relationships, e.g. heterosexual, lesbian, gay, bisexual, transgender (LGBTQIA+), non-binary, cisgender, gender fluid, online intimate relationships.
- Protecting self and others when entering online relationships, e.g. allowing access to personal information, sexting, sharing graphic material.
- General purpose of contraception and protection.
- Health risks of unprotected sex, e.g. sexually transmitted infections.
- Consequences, e.g. STIs, pregnancy.
- Support and guidance available, e.g. GP/health centres, advice relating to reproductive health and pregnancy, sexual and reproductive health clinics, bullying, abuse or harassment in intimate relationships.
- How drugs and alcohol can change behaviour and their possible effect on sexual relationships.

Skills

- Personal social, e.g. positive interaction, negotiation, assertiveness, flexibility.
- Decision making, e.g. behaviour, support.
- Communication, e.g. verbal, non-verbal, active listening, eye contact, body language.

Assessment Criteria

Learning aim A: Identify factors affecting sexual health and wellbeing

Evidence must include information on the characteristics of a healthy intimate relationship.

A.P1 Outline factors that contribute to sexual health and wellbeing in an intimate relationship.

Guidance for assessors

For P1

Learners will show their understanding of the characteristics of a healthy intimate relationship, and the impact on health and wellbeing.

Learning aim B: Use information to support sexual health and wellbeing in intimate relationships

Evidence must include information on help and support available and be presented in an appropriate format.

B.P2 Outline the help and advice available for sexual health and wellbeing.

Guidance for assessors

For P2

Learners will provide at least two sources of local help and support. A brief description should be given of each source describing a scenario when it would be appropriate to use that source, the type of help and advice available, how and when to access them.

Delivery guidance

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

Activities: Introduction to unit

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

Tutor-led activity on the need for ground rules when delivering this unit. Confidentiality should be ensured by the tutor. Learners should be told not to disclose anything too personal and be aware of people and organisations they can speak to for help. Learners can suggest what they think will be needed in a set of rules so that people feel safe and reassured to discuss these issues. The tutor should have some suggestions prepared such as: the need to respect other people's point of view; not to use prejudicial language; not to feel pressurised into discussing personal issues.

Suggested time: about 2 hours

Activities: Exploring characteristics of healthy intimate relationships

Activities to discuss what makes a healthy intimate relationship, where learners must decide where they stand on different issues. This can be a 'line' across the room and ask learners to agree/disagree with a range of statements such as 'people should be married before they have sex'. This can also be an activity based on facts about the law or any other topic in this unit.

Suggested time: about 2 hours

Activities: Beginning to explore different types of relationship including intimate relationships

Group discussion on 'why are relationships important'? What is it that we get out of relationships, personally? What are the good things about relationships? What negative things can happen in relationships to make them unhealthy?

Case studies from the media/TV/internet about different relationships and what makes them positive or negative. Learners can suggest their own examples that they have come across in the media.

Tutor-ed discussion on the importance of stable, committed relationships. This can include references to faith, culture and the potential consequences of people having sex too early in a relationship.

Suggested time: about 4 hours.

Activities: Developing awareness of personal social skills in relationships

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

Consider how we as individuals expect others to behave in a range of relationships and what we think they expect from us in return. What are the rules around this?

Tutor-led discussion on what do we mean by healthy behaviour in relationships. This should generate a list that may include: good communication, listening to each other; cooperation; empathy; respecting others, positive conflict resolution, gender equality,

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

Video clips of different scenarios showing the positive use of different behaviours in different relationships.

Learners make a checklist list of the behaviours that are important in healthy relationships

Role play different behaviours in relationships, with peer observation, using checklist to assess appropriateness of behaviours.

Suggested time: about 4 hours.

Activities: Communication skills

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

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

Group discussion on 'what are good communication skills?'

Short role play or tutor-led simulations showing the use of some of these communication skills in a positive way.

Discussions on conflict within relationships and how communication skills may help to resolve issues.

Suggested time: about 4 hours.

Activities: Reproductive health, contraception and pregnancy

Tutor-led activity to provide a basic understanding of reproductive health.

Learners may use programmes available on the internet to learn about reproductive health.

A speaker from the local medical centre may be invited to share information about pregnancy and the care on offer from the early stages through to the birth of the child. They could also talk about the risks involved in having unprotected sex and what to do if it was not planned.

Learners could carry out research to gather information about help and advice available to them relating to pregnancy. They could then present the information in a way that other learners could access the information.

Learners could visit a local chemist to find out the range of methods of contraception available to them. Leaflets and other information on contraception could be gathered via the internet, library or local medical centre. Learners could discuss the advantages and disadvantages of different methods.

Parents may be invited to speak to the group about their experience.

Suggested time: about 5 hours

Activities: Developing awareness of personal safety

Tutor-led activity highlighting some of the potential risks in relationships including recognising signs of potential abuse in relationships, misuse of drugs and alcohol and identifying appropriate courses of action and support. Tutor gives information on relevant sources of support.

Group activity – being assertive and the right to say no. Scenarios from TV/media/online when people have to say no or should have said no. Make a list about the differences between being passive/assertive/aggressive.

Tutor-led discussion – what are the laws relating to certain aspects around relationships, e.g. sexual health; contraception; sharing sensitive images online; domestic violence. This could be a 'true or false' activity, where learners have to decide whether certain aspects of the law are true or not on any of the areas explored in this unit. For example, the age of consent, law relating to distribution of intimate images and awareness of 'Gillick competence'.

Guest speaker – to speak about consequences of negative behaviours in relationships and where to seek help.

Suggested time: about 4 hours.

Activity: Preparing for assessment

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

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

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

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Group discussion on learning and assessment experiences. Individual reviews of own performance and future planning. Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development.

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s)

Your task is to provide information on the factors affecting sexual health and wellbeing and where to go to get help and advice.

You will need to consider:

- characteristics of a healthy intimate relationship
- the factors affecting sexual health in an intimate relationship
- the reasons for seeking help and advice
- the type of help and advice available.

You will need to decide how to present your information in an appropriate format.

Unit 5**Becoming Self-aware****Level: Entry 3****Guided learning hours: 30****Total Unit Time: 32****Unit in brief**

In this unit learners will consider factors that impact on personal identity and how to develop self-awareness.

Unit introduction

Developing self-awareness allows you to be reflective about your feelings and behaviour, which can help you in different situations in your personal life or at work. Becoming more self-aware will have a positive impact on relationships, the choices you make and your personal health and wellbeing.

In this unit, you will explore a range of factors that can impact on the way people see themselves. You will also consider what people can do to improve their self-awareness.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Outline how factors can impact on self-awareness	<ul style="list-style-type: none"> Information on factors that impact on self-awareness.
B Explore ways to improve self-awareness	<ul style="list-style-type: none"> Information on ways in which different factors can contribute to improving self-awareness.

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• Impact of factors growing up• Impacts of media on personal health and wellbeing• Importance of behaviours in relation to personal identity• Personal perception• Value and importance of self and others• Emotional management• Improving self-awareness• Reactions to life experiences and situations	<ul style="list-style-type: none">• Decision making• Personal social

Unit content

Approach (how the learner should approach this unit)

- Recognise factors that impact personal identity.
- Work with support in considering ways to improve self-awareness.
- Recognise and respect other people's opinions.

Knowledge

Factors that affect how we see ourselves

- Factors on self-awareness, e.g. childhood, cultural, family, lifestyle, relationships, social groups, media.
- Impact on self-awareness and personal health and wellbeing, e.g. emotions, friends, education, finances, body image, stereotyping, peer pressure.
- Importance of self-esteem, self-confidence, attitudes, positive behaviour.

Developing self-awareness

- Personal perception, e.g. how I see myself, how others see me.
- Value and importance of self and others, e.g. being confident, showing compassion to others, accepting differences in self and others.
- Emotional management, e.g. recognising different feelings and emotions.
- Improving self-awareness, e.g. being open minded, understanding emotions, self-discipline, knowing own strengths and weaknesses.
- Reactions to life experiences and situations, e.g. influences on health and wellbeing.

Skills

- Decision making, e.g. making more informed decisions based on past experiences, making healthier choices now and in the future.
- Personal social, e.g. self-reflection, resilience, flexibility, teamwork, ability to accept feedback, respect, compassion, kindness to self and others.

Assessment criteria

Learning aim A: Outline how factors can impact on self-awareness

Evidence must include information on factors that impact on self-awareness such as family, culture, friendships, media.

A.P1 Outline a range of factors and the impact on self-awareness.

Guidance for assessors

For P1

Learners will provide information on a range of factors and will show a link to how the factors can influence self-awareness.

Learning aim B: Explore ways to improve self-awareness

Evidence must include information on ways in which different factors can contribute to improving self-awareness.

B.P2 Describe different ways in which self-awareness can be developed.

Guidance for assessors

For P2

Learners will demonstrate that they have considered factors that help develop self-awareness what can be done improve self-awareness.

Delivery guidance

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

Activities: Introduction to unit

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

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

Tutor-led introduction to the theme of the unit, what are 'self-awareness' and 'identity' and why do we need to understand them?

Suggested time: about 2 hours.

Activities: Factors that may have impacted on personal identity

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

Individual activity. Who do you think you are? Learners begin to make initial lists/spider grams of their backgrounds and where they come from. Tutor can give them headings such as: place of birth; family; places they have lived; friends. Share either in pairs or small groups.

Group discussion on the differing types of background in the room and how experiences we have throughout our lives, from birth to the present, might have affected the person we are today.

Tutor can compose a group timeline reflecting common themes.

Case studies could be used as an alternative to the above.

Individual/pair activity. What experiences in your life have had the most and least effect on you? Consider events in childhood; cultural influences; family; lifestyle; relationships; social groups; emotions; friends; education; finances.

Suggested time: about 4 hours.

Activities: Exploring differences

Group discussion: in how many ways might people be different from and similar to each other? Discuss the types of differences including physical, emotional, gender, sexuality, ethnicity, academic and cultural.

Consider five different famous people – what makes them different? Learners could choose words to describe the famous person.

In small groups compile a list of positive and negative emotions that people who feel they are different might experience.

Scenarios for role play, devised by the tutor. Small-group activity on how might being different to those around you make you feel?

Individually learners write down, in confidence, what it is that makes them different to others both positive and negative. In small groups, if learners feel comfortable, share one thing they feel makes them different.

Suggested time: about 4 hours.

Activities: Factors that impact our self-esteem

Tutor-led activity. Brainstorm what is meant by the terms: self-worth, self-confidence, self-esteem. What effect might outside influence such as the media and online activity have on

your sense of wellbeing, confidence and self-esteem?

Group discussion, tutor-prepared scenarios. What is self-esteem and what factors affect it?

How can we maintain a positive self-esteem when life is not progressing as we wish?

Tutor-led discussion. What is 'body confidence?' What is 'body shaming?' Learners discuss initially as a group and then work in pairs to look at case studies/examples of celebrities and how they are portrayed by the media.

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

Pair activity. Learners look at examples and scenarios of how media and social media can be detrimental to wellbeing and self-confidence. Consider things like the portrayal of women; men; transgender; body image; financial situation; negative language. Present findings to the wider group.

Suggested time: about 4 hours.

Activities: Maintaining health and wellbeing

Tutor-led discussion. How maintaining your health and wellbeing can have a positive impact on your self-esteem and how you see yourself.

In small groups discuss 'what do we mean by health and wellbeing? In small groups, learners list some of the things that allow us to keep ourselves healthy and maintain a balance of our emotional and physical wellbeing, so that we can deal with stress. For example: sleep, expressing our feelings, being creative.

Individual work. Learners look at each of these categories and write down some of the actions that could be taken to maintain each one.

Staying positive. What do we mean by this and why is it important to try to maintain a positive way of looking at life? Learners could list some of the positive things they have in their life.

Mindfulness. Tutors discuss topic of mindfulness and show some videos from the internet explaining the concept. Ask learners to suggest some techniques to try as a group to decide whether they are useful. This could include being silent for a short time, colouring, being creative, going for a walk etc.

Suggested time: about 4 hours.

Activities: Developing awareness of emotions

Feelings: Brainstorm different feelings. List the positives and negatives of each of the feelings. Is there a time when love is wrong and anger right?

Learners draw an outline of themselves. List things that make them happy/sad/ angry etc.

In small groups tutor gives situations and learners discuss how they would react in that situation. Group discussion on what would be the most appropriate response to the scenario. Consider how emotions can affect our behaviour and self-esteem.

Group discussion. How do our emotions help our overall health and wellbeing? How we feel about our physical self and our overall health?

Tutor-led discussion on different societies and cultures, is expressing emotions seen as a weakness in some societies? Is it true that gender dictates our emotions?

Suggested time: about 4 hours.

Activities: Maintaining a positive attitude to ourselves and others

Tutor-led discussion. 'Be Kind'. What does this mean and why is it important? Tutor could have scenarios to show the impact of being kind to others that learners could role play.

Scenarios showing the consequences of anger towards others and oneself. Learners could consider triggers that make people angry. This could be extended and alternative reactions could be considered with some discussion on whether they may have different outcomes.

Learners could be tasked to carry out one act of kindness towards another person and feed back on the experience.

Why is it just as important to be kind to ourselves as it is to be kind to others? In small groups discuss how you can be kind to yourself and how this impacts your self-esteem.

Tutor can have written examples or videos from the internet from appropriate organisations.

Case studies. Learners look at scenarios of different situations and discuss what would be a negative response and what would be an appropriate positive response, with regards to showing kindness. Tutor-led discussion of answers.

Tutor-led discussion. Where can you go to if you need support and advice around self-esteem and health and wellbeing.

Suggested time: about 4 hours.

Activity: Preparing for assessment

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

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

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

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Group discussion on learning and assessment experiences. Individual reviews of own performance and future planning. Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development.

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s)

Your task is to consider a range of different factors that can impact on how people see themselves.

You will need to consider factors such as:

- family
- religion
- culture
- social experiences
- media
- peers.

You will then produce a personal response to show the ways in which someone can develop their self-awareness, choosing an appropriate format to present your work.

Unit 6: Recognising Your Rights and Responsibilities

Level: **Entry 3**

Guided learning hours: **30**

Total Unit Time: **32**

Unit in brief

The aim of this unit is for learners to recognise what is meant by rights and responsibilities.

Unit introduction

A right is often an example of your entitlements such as education, religion and freedom of speech. Responsibilities relate to what you do with your rights as an individual such as following the law and rules.

In this unit, you will consider what your rights are and be aware of the responsibilities you have to yourself and others in society. You will also reflect on the rights of others and consider the importance of free speech.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Outline rights that are important	<ul style="list-style-type: none"> Information on a range of rights in society.
B Describe individual responsibilities within society	<ul style="list-style-type: none"> A personal reflection showing the responsibilities people have in society to themselves and to others.

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• Definition of rights and responsibilities• Rights in society• History of rights• Organisations supporting rights• Importance of taking responsibility• Free speech	<ul style="list-style-type: none">• Research• Respecting others• Communication

Unit content

Approach (how the learner should approach this unit)

- Understand what is a right and what is a responsibility.
- Recognise rights and responsibilities for self and for others.
- Make decisions based on own rights and responsibilities.

Knowledge

Rights in society

- What do we mean by rights? e.g. an entitlement, something that should not be taken away, something we are allowed to have or do.
- Rights in society, e.g. water, food, shelter, education, the right to work.
- Type of rights, e.g. human rights, civil rights, gender rights, voting rights, children's rights, rights of people who identify as LGBTQIA+, workplace rights, legal rights.
- History of rights, e.g. campaigns, protests, civil rights.
- Organisations and charities that support rights, e.g. Amnesty International, Equality and Human Rights Commission, British Institute of Human Rights.

Responsibilities in society

- Definition of responsibilities, e.g. being accountable, a duty.
- Responsibilities to ourselves and to others, e.g. respecting others, non-discriminatory behaviour.
- Importance of taking responsibility for your actions, e.g. abiding by the law, challenging discrimination and injustice.
- How free speech differs across the world.

Skills

- Research, e.g. gathering information on rights and responsibilities for self and others.
- Respecting others, e.g. recognising others' rights and responsibilities.
- Communication, e.g. expressing views.

Assessment criteria

Learning aim A: Outline rights that are important

Evidence must include information on a range of rights within society.

A.P1 Identify which rights are accessible within society.

Guidance for assessors

For P1

Learners will choose rights that they have in society and outline why these are important

Learning aim B: Describe individual responsibilities within society

Evidence must include a personal response about the individual responsibilities that people have in society.

B.P2 Outline the responsibilities towards others in society.

Guidance for assessors

For P2

Learners will consider/reflect on their own personal responsibilities and those they have towards others.

They will produce their information in a format of their choice.

Delivery guidance

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

Activities: Introduction to the unit

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

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

Tutor-led discussion around learner rights and responsibilities in approaching this unit, e.g. the right to refrain from sharing personal information, the responsibility to contribute ideas and respect others' opinions and views.

Matching exercise and follow-up discussion on key words, terminology and their meaning appropriate to this unit.

Suggested time: about 2 hours.

Activities: Human rights

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

In small groups, learners are given cards with key words such as food, shelter, water, money, education, voting, choice of partner, political view, protest, marriage, appearance, religion, views, opinions, dress code, and asked to categorise them according to whether they consider them to be a basic right, privilege or other.

Learners list the rights they think they have.

In small groups learners write down the rights they believe they have at the following ages: 7, 14, 16-18, 21+. Feedback to the whole group. Tutor will have the answers ready to correct them, e.g. consume alcohol, drive a car, marry, vote. This could be done as a whole group quiz either on paper or online.

Tutor can research and prepare appropriate videos from the internet that show learners what rights they have in society.

United Nations Declaration of Human Rights. Tutor presents video and information about this. In small groups learners could be given a selection to discuss.

In pairs find out what the Convention on the Rights of the Child is and why is it important? Present back to the whole group.

Tutor-led presentation/small-group research on places or organisations that can support people with understanding their rights.

Suggested time: about 8 hours.

Activitites: Equal rights

Tutor-led discussion on what is meant by the term 'equal rights'.

Group discussion on the different type of rights, working from tutor-presented resources or divide into small groups and learners can research one of these and present back to the rest of the group. For example, civil rights, children's rights, women's rights, the right to vote, workplace rights, consent, animal rights etc.

What are these rights and how were these rights achieved?

Small-group research based on tutor-prepared resources. Are there groups of people in our society or the rest of the world who are still struggling to achieve equal rights? For example, Black Lives Matter campaign, women in different countries, LGBT groups etc. Learners chose one and research and feed back to rest of the group.

Learners could be given the names of famous activists and asked to find out about them.

Suggested time: about 4 hours.

Activities: Responsibilities

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

In small groups make lists of responsibilities in all aspects of life. Learner feedback, and tutor compiles a list. Tutor could prepare suggestions and examples.

Looking at the list of responsibilities, learners work in small groups to role play the consequences if those responsibilities are not met. For example, not paying taxes, not following parents' instructions or turning up to school/work late.

Case studies looking at differing responsibilities others may have that are outside of our own experience. For example, young carers; people from different cultures; people in financial difficulties; people with physical and mental health issues.

Group discussion. What are my responsibilities to those less fortunate than myself?

Tutor-led discussion. What is a charity, how do they help people and why do they exist in society today? For example, homeless charities such as Shelter; foodbanks such as the Trussell Trust; Citizens Advice; young carers; cancer charities; old age charities.

Pair activity. Learners pick a charity and list how that charity can help in supporting people to access rights and present findings to the wider group.

Group activity. Learners produce a group timeline on what their responsibilities have been in life so far, discuss and then extend the timeline into the future to old age.

Suggested time: about 6 hours.

Activities: Responsibilities to others

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

Small groups research, 'Do people have the same right to freedom of speech across the world?' Find examples where it is different to our country.

Tutor-led discussion. When might free speech harm others? Tutor presents case studies/scenarios where the use of free speech can be harmful to individuals. This can be examples of the conflict between free speech and offending other people's religions, beliefs or values etc.

Small groups. Learners research examples from social media where people have been harmed by other people exercising their right to free speech.

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

Small groups. How does knowing your rights and responsibilities contribute to your health and wellbeing?

Suggested time: about 4 hours.

Activity: Preparing for assessment

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

Preparation for the assessment.

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

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

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

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Group discussion on learning and assessment experiences. Individual reviews of own performance and future planning. Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development.

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s)

Your task is to identify a selection of rights in society and why these rights are important.

You will need to consider:

- your personal rights
- your responsibilities
- the importance of these within society.

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

Unit 7: Exploring Resilience

Level: **Entry 3**

Guided learning hours: **30**

Total Unit Time: 31

Unit in brief

The aim of this unit is for learners to begin to understand what is meant by being resilient.

Unit introduction

Resilience is described as the ability to do your best no matter what life throws at you and to not give up when faced with challenging situations. Resilient behaviour can help improve personal health and wellbeing.

In this unit, you will consider what is meant by being resilient and when in life you have to show resilience. This unit will also help you to focus on how you may develop skills to develop your own resilience.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Recognise how resilient behaviour may support decision making	<ul style="list-style-type: none"> Information on how learners will make decisions on how to respond to challenging situations using resilient behaviour.
B Outline the impact of resilient behaviour on personal health and wellbeing	<ul style="list-style-type: none"> The impact on personal health and wellbeing based on the choices made.

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• What is resilience?• Responding to challenging situations• Benefits of resilient behaviour• Importance of resilience• Impact of resilience on health and wellbeing• Considering resilient behaviour• Response to resilience	<ul style="list-style-type: none">• Communication• Personal social• Decision making

Unit content

Approach (how the learner should approach this unit)

- Recognise what resilient behaviour is.
- Recognise the impact of being resilient on personal health and wellbeing.
- Make decisions on when to express resilience.

Knowledge

What is resilience?

- What is resilience? e.g. to recover quickly from difficulties.
- Responding to challenging situations, e.g. positive attitude, remaining calm in difficult situations, listening to others, accepting change.
- Benefits of resilient behaviour, e.g. confidence, determination, satisfaction.
- Importance of resilience in achieving goals, e.g. resolving challenging situations and issues, finding alternative approaches.
- Impact of resilience on health and wellbeing, e.g. positive self-esteem, value and empowerment, stress and anxiety levels.
- Recognise the difference between being assertive and aggressive in self and others.

Self-expression

- Positive communication, e.g. the ability to express ideas and opinions, showing empathy, showing restraint, acknowledging the opinions and ideas of others.
- Response to resilience, e.g. listen to others' ideas and opinions, consider appropriate responses.
- Considering resilient behaviour, e.g. adapting behaviour in differing situations, knowing when to be and when not to be resilient, impact on self and others.

Skills

- Communication, e.g. verbal, non-verbal, active listening, negotiation skills.
- Personal social, e.g. assertiveness, resilience, respect.
- Decision making, e.g. weighing up options, considering impact, choosing appropriate behaviour, seeking advice from others.

Assessment criteria

Learning aim A: Recognise how resilient behaviour may support decision making

Evidence must include information on how learners will make decisions on how to respond to challenging situations, using resilient behaviour.

A.P1 Outline how resilient behaviours can be used to make decisions in challenging situations.

Guidance for assessors

For P1

Learners should recognise how resilient behaviour can be a positive impact on personal health and wellbeing and also outline situations where resilient behaviour is not appropriate, considering options, e.g. accept, challenge, find alternative approaches, resolving challenging situations and issues.

Learning aim B: Outline the impact of resilient behaviour on personal health and wellbeing

Evidence must include the impact on personal health and wellbeing based on the choices made (A.P1).

B.P2 List ways in which resilient responses may have a positive or negative impact on personal health and wellbeing.

Guidance for assessors

For P2

Learners will explain their choices from A.P1 and consider how these may impact on personal health and wellbeing, e.g. confidence, determination, satisfaction, positive self-esteem, value and empowerment, stress and anxiety levels.

Delivery guidance

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

Activities: Introduction to unit

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

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

Tutor-led exercise based on key words and terms appropriate to this unit and their meaning.

Suggested time: about 2 hours.

Activities: What is resilience?

Tutor-led introduction to the theme of the unit. What is resilience? There are many videos available on the internet that tutors could show learners.

Learners research a definition of resilience and why it is important to learn to be resilient. Discuss and make lists of instances where it may be required.

In small groups devise short role-play activities to highlight examples of people being resilient during challenging times.

Tutor-led discussion. Case studies of examples of challenging situations that people face where resilience may be needed. Examples can include study, family, health matters, peer pressure, the workplace, asserting your rights.

Learners discuss strategies people could use in such situations.

Tutors could use examples of famous people who have overcome challenging obstacles and therefore demonstrated resilient behaviour, learners could then discuss in groups.

Learners should recognise situations that may be out of their control, where resilient behaviour is not appropriate and that the response to challenging situations may be to accept the situation, e.g. job rejection.

Scenarios could be used to examine courses of action based on given situations where learners need to decide whether they accept, challenge or find alternative solutions.

Suggested time: about 6 hours.

Activities: Stress and the impact on wellbeing

Tutor introduces 'stress'. Group discussion on what is it and how might we recognise it. Learners write down things that have made them stressed in the past or now.

Pairs/small groups learners make a list of how people deal with stress. Make a list of 'positive' ways of dealing with stress and 'negative' ways in which people deal with stress. Positive ways could include exercise and eating healthy food. Negative ways could include eating unhealthily, self-harming and misusing drugs.

Small groups. What are the consequences of long-term positive strategies and long-term negative strategies? For example, positive could be prevention of illness, maintaining health and negative could be addiction, illness etc.

Staying positive. What do we mean by this and why is it important to try to maintain a positive way of looking at life? Learners could list some of the positive things they have in their life.

Learners could consider support available and the benefits of talking to others and expressing their views.

Suggested time: about 4 hours.

Activities: Maintaining health and wellbeing

In small groups discuss 'what do we mean by health and wellbeing and how do we ensure a balance of emotional, physical and mental health? In small groups learners list some of the things that allow us to keep ourselves healthy and maintain a balance of the above so that we can deal with stress. For example: sleep, expressing our feelings, being creative.

Individuals could look at each of these categories and write down some of the things they do to maintain each of those.

Visualisation. Ask learners to imagine that they are carrying a large bag or rucksack. In this bag there are rocks. Rocks are representative of stressful situations in their lives. Ask learners to individually write or draw on a sheet of paper what rocks they are carrying. Learners can share in small groups or pairs if they are happy to do so. Discuss how we can deal with some of the rocks or ensure that more rocks don't keep getting added.

An alternative to the above could be given scenarios to discuss in small groups.

Mindfulness. Tutors discuss topic of mindfulness and show some videos from the internet explaining the concept. Ask learners to suggest some techniques to try as a group to decide whether they are useful. This could include being silent for a short time, colouring, being creative, going for a walk, taking time out.

Guest speakers who are experts in this area may be invited in to provide information, guidance and support. Learners could prepare questions to ask in advance

Suggested time: about 6 hours.

Activities: Expressing yourself

Tutor-led discussion. Why is it important to be able to feel you can voice your own ideas and be heard?

Small-group/pairs list 'what do we mean by 'expressing yourself'? How do we express ourselves effectively without denying other people their own expression?

Practical games based on communication skills.

Small-group active listening exercises – group of three including observer. First time one of the pairs tries hard not to listen to the person talking. Second time person doing the listening tries to show that they are actively listening. What might get in the way of people expressing how they feel? This could include not feeling listened to due to the other person's body language, lack of trust, being talked over etc. Small groups make a list.

Assertiveness. Tutor-led introduction and then learners work in small groups. What do we mean by this and what is the difference between assertive/passive/aggressive? Tutor-prepared case studies that learners can role play to show effective assertiveness skills.

Suggested time: about 6 hours.

Activity: Preparing for assessment

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

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

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

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Group discussion on learning and assessment experiences. Individual reviews of own performance and future planning. Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development.

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s):

Your task is to provide information on either a given scenario or your own personal response highlighting the importance of resilience in dealing with challenging situations.

You will need to consider:

- making decisions in response to challenging situations
- deciding appropriate resilient behaviour
- the positive and negative impact of resilient behaviour on personal growth and wellbeing.

You will present your information in an appropriate format of your choice.

Unit 8: **Becoming More Environmentally Aware**

Level: Entry 3

Guided learning hours: 30

Total Unit Time: 33

Unit in brief

The aim of this unit is for learners to develop a better understanding of environmental issues and their impacts.

Unit introduction

We are using the Earth's resources faster than they can be renewed as the world's population and the need for resources continues to grow. Some communities, species of animals and species of plants are disappearing as their habitats are being destroyed. As individuals, we are responsible for helping to protect our environment, which in turn helps our health and wellbeing.

In this unit, you will discuss the different environmental challenges affecting the planet today and how different groups and organisations are working to protect it. You will also, in groups, decide on an important environmental issue and why it is a problem. You will decide on possible ways to raise awareness of the issue.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Describe environmental issues	<ul style="list-style-type: none"> Information outlining environmental issues.
B Produce an environmental campaign in a group	<ul style="list-style-type: none"> An overview of the group campaign and the learner's personal contributions to the group activity.

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• What is meant by 'the environment'?• Environmental issues• Impacts• Importance of respecting the environment• Global initiatives• National figures• Raising awareness• Use of media• Health and safety	<ul style="list-style-type: none">• Research• Teamwork• Communication

Unit content

Approach (how the learner should approach this unit)

- Recognise environmental issues and their impacts.
- Understand ways to raise awareness of environmental issues.
- Work effectively in a team.
- Decide appropriate methods to convey your message in groups.

Knowledge

Environmental issues

- What is meant by 'the environment'? e.g. surroundings, conditions, natural world, geographical area.
- Environmental issues, e.g. climate change, flooding, water scarcity, pollution, deforestation, global warming, meat consumption.
- Impacts, e.g. pollution, lack of water supply, health problems.
- Importance of respecting the environment, e.g. clean water, purify air, health ecosystems, regulate climate, help future generations.
- Global initiatives, e.g. zero waste, less plastic, recycling.
- Environmental activists.
- International environmental organisations, e.g. WWF, Greenpeace, WaterAid, Friends of the Earth.
- Types of local and wider community environmental groups and organisations.
- How individuals and community groups can help protect different aspects of the environment, e.g. open spaces, local council initiatives.

Raising environmental awareness

- Raising awareness of environmental issues, e.g. campaigns, protests, Extinction Rebellion.
- Effectiveness of different methods of raising awareness, e.g. high profile public speakers, public campaigns, demonstrations, publishing facts and information, charity membership, local outreach.
- Desired campaign outcomes, e.g. fund raising, organisation change, personal change.
- Use of media to raise awareness e.g. television advertisements, social media, environmental programmes, press releases.

Skills

- Research, e.g. using given information, information of environmental issues.
- Teamwork, e.g. working in groups, respecting and sharing opinions and viewpoints, working towards a common goal.
- Communication, e.g. verbal, non-verbal, presenting information in a clear and relevant way.

Assessment Criteria

Learning aim A: Describe environmental issues

Evidence must include information outlining environmental issues facing the world today.

A.P1 Outline environmental issues affecting the world today.

Guidance for assessors

For P1

Learners will explore environmental issues affecting the world and their impacts.

Learning aim B: Produce an environmental campaign in a group

Evidence must include an overview of the group campaign and the learner's personal contributions to the group activity.

B.P2 Engage in a group environmental campaign.

Guidance for assessors

For P2

Learners should contribute to the group task providing evidence of their contribution with a clear identification of their role and responsibility in the campaign, and how well they performed as an individual and within the group to meet the campaign's needs.

Delivery guidance

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

Introduction to unit

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

Tutor-led activity on the need for ground rules when working on this unit. Learners can suggest what rules they need to work successfully as a group such as: identifying their common interest, respect for each other's ideas and opinions, supporting each other, fulfilling agreed commitments in a timely way.

Suggested time: about 2 hours.

Activities: Appreciating the environment

Tutor-led introduction. What do we mean by the environment? Make a list of everything that we would consider as the environment.

In small groups compile lists of problems that learners have heard are affecting the environment. Using different resources, learners can work in small groups to find out the different challenges that our environment is facing.

Suggested areas can be: climate change; flooding; pollution; forest clearing; deforestation; global warming; water shortages and overpopulation.

In pairs learners make a list of environmental activities that they have taken part in the past. This can be either as part of school/college for education or with friends or families. It could include: clearing a patch of land of litter and waste; identifying local birds/ wildlife/flowers/plants/bugs; scavenger hunt; planting vegetables, planting bushes in the school grounds; building a campfire; camping or a residential visit to a coastal area; visit to zoos or parks to observe animals.

Guest speakers. Invite relevant speakers to talk to learners about a range of global and local environmental issues. Once you know what guest speakers you have coming in, ask learners to compile a series of relevant questions based on their research.

Learners could watch extracts from environmental programmes and discuss their responses.

Suggested time: about 6 hours.

Activities: Protecting the environment

Learners can research local, national and global organisations that help protect the environment. Learners can then present their information to the rest of the group.

Learners research individuals who are associated with protecting the environment: For example: David Attenborough, Vandana Shiva, Greta Thunberg. They could research what their beliefs are and what they are campaigning for. Present findings to the rest of the group.

Speakers from local environmental organisations may be invited to share information about their work. Learners should prepare questions before the session and then discuss the information gathered after the presentation.

Tutor-led activity. What environmental issues exist locally? Learners can research in small groups what and where the issues are and what might be done to resolve the issue or enhance the environment. This could include research on the internet or using brochures etc. Small groups can present their findings to others.

Tutor-led activity. The group visits local environmental areas, perhaps three contrasting areas, that are experiencing challenges. This could be: an area of the coast experiencing erosion; an area where littering is excessive; an area damaged by the weather or even an area of overpopulation. This could be an area where there is an activity to take part in, working with others. If it is difficult to find an area experiencing problems, then visits to a local park; local woodland area; coastal path; local gardens can be undertaken, and the focus can be on how those areas are conserved and maintained.

Learners can make notes, take photos or videos to evidence what the environmental issue is and use this for their assessment. Even if the environmental concern is on-site, they should still gather evidence.

Suggested time: about 10 hours.

Activities: Environmental visits

In small groups ask learners to list what steps need to go into the environmental visit that has been identified. What things do we need to think about? Feedback to tutor. Tutor has own list to include: location of visit and timings; how to get there; who is going; costings for the visit, travel, food, clothing and behaviour. Any special needs that require addressing/prior notification; special access requirements; special dietary requirements; health and safety considerations.

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

In small groups they take on some of the planning. For example, one group can research how to get there. Another can research what activities they can take part in. Another group what questions may need to be answered when there.

In small groups and then as a whole group, create a 'hazard checklist' of potential dangers at the local site. This could include slippery surfaces, dog mess, holes in the ground; bad weather; overhanging trees; fallen branches. When you have made a list, create a column to show how the hazard could be dealt with and a column to show when it is dealt with.

Tutor-led discussion. The importance of following instructions and listening to each other when undertaking this activity. Why is it important to follow instructions and do exactly what you are instructed to do by tutors/others?

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

Suggested time: about 4 hours.

Activities: Raising awareness about the environment

Working in small groups, learners can discuss how people raise awareness about important issues. They could consider the language used, photographs, illustrations, headlines etc. Tutor can have examples and ask learners to research.

They can then share this information with others in the group. Using this information, learners could create a checklist. They could then use the checklist to assess different sources of information, e.g. newspapers, internet, television, news bulletins, social media. When they finish the task, they could discuss what they consider to be the most effective methods of raising awareness.

Using different video clips to review the effectiveness of raising awareness.

Suggested time: about 4 hours.

Activities: Preparing for assessment

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

Before starting to work as a group, learners will need to decide who to work with, the roles that each learner will undertake and the ground rules they will work with. Learners need to understand that they must present their own work for assessment showing the specific contribution they made to the task.

Time can be spent considering who the audience or readership is, what information needs to be shared and the most effective way of presenting the information and raising awareness.

Learners will agree key stages and timescales.

Time will be given to work in groups to prepare for the assessment.

Suggested time: about 2 hours.

Activity: Post assessment

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

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s):

During your learning you will have covered many environment issues.

Your task is to consider some of these issues and as a group discuss which one to choose to raise awareness as part of a group campaign.

You will need to consider

- what the environmental issue is
- the aim of your campaign
- how to promote your campaign
- how your role contributes to the group aim.

The evidence for this unit will be the final group campaign and your individual contribution within it.

Unit 9: Explore the Importance of Money

Level: **Entry 3**

Guided learning hours: **30**

Total Unit Time: **31**

Unit in brief

The aim of this unit is for learners to explore how money may impact on health and wellbeing.

Unit introduction

Being aware of money is an essential part of life, the amount of money we have determines whether we choose to save, spend, invest or take on debt. Money directly impacts on our personal health and wellbeing, affecting our lifestyle choices.

In this unit you will explore money in terms of income, spending, savings, debt, and investments. You will consider how money affects your personal health and wellbeing. You will also learn how to keep your money safe and plan to make financial choices.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Understand the impact money can have on lifestyle	<ul style="list-style-type: none"> Information showing how money affects lifestyle and a basic understanding of the impact.
B Explore ways in which a financial situation can be improved	<ul style="list-style-type: none"> Information showing the various ways a financial situation can be improved.

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• Basic understanding of personal spending and how to manage money• How money affects lifestyle choices• When and how to use different methods of payment• Keeping money safe	<ul style="list-style-type: none">• Financial management• Decision making• Financial decisions

Unit content

Approach (how the learner should approach this unit)

- Identify information about potential sources of income and payment methods.
- Find different ways of recording financial information.
- Practise making money transactions.

Knowledge

Understand the importance of money on health and wellbeing

- Identify sources of income, e.g. salary, allowance, benefits, loans, gifts.
- Recognise key outgoings, e.g. food, clothing, personal items, rent, heating, National Insurance, leisure time, transport.
- Track income against spending.
- Potential consequences of not budgeting effectively, e.g. overspending, debt, no savings, falling behind, unable to afford to socialise.
- Comparison of different ways to save money, e.g. walking instead of taking public transport, making your own lunch instead of buying it, savings accounts.
- Forms of payment and their implications, e.g. cash, credit and debit cards, store cards, vouchers, SMART cards, payments via a bank, digital.
- Ways to buy goods, e.g. online shopping, self-service checkouts, 'click and collect', 'scan and go'.
- Estimating and checking total cost, providing sufficient money to cover the cost, checking change, checking till receipts.
- Ways to keep personal money and monetary information safe, e.g. use of passwords.

Skills

- Financial management, e.g. developing the ability to plan their budget for future needs, choose appropriate ways to pay for different types of items.
- Decision making, e.g. ways to save, use money, budgeting.
- Financial decisions, e.g. make decisions based on given financial information.

Assessment Criteria

Learning aim A: Understand the impact money can have on lifestyle

Evidence must include responses on how money impacts areas of lifestyle presented in an appropriate format.

A.P1 Understand how money can impact on a person's lifestyle.

Guidance for assessors

For P1

Learners should consider factors such as diet, leisure, mobility, work and social/relationships.

Learning aim B: Explore ways in which a financial situation can be improved

Evidence must include information in an appropriate format on a given scenario.

B.P2 Describe the ways to improve the financial situation within the given scenario.

Guidance for assessors

For P2

Learners will respond to a financial scenario, describing ways to improve financial standing and the impact on lifestyle. This should include the impact on health and wellbeing. The financial scenario should include a fictional individual with a basic income describing their hobbies (current and potential), with outgoing spending on food, rent and any other extras.

Delivery guidance

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

Activities: Introduction to unit

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

Pair work matching exercise using terminology and their definitions, using terms such as: spend, cost, income, debt, VAT, investment, budget.

Group discussion to explore these terms further and begin to understand how these may influence the way we view money.

Tutor could lead a group discussion on different sources of income and types of regular spend.

Suggested time: about 2 hours.

Activities: Exploring money and the impact on personal growth and wellbeing

Tutor-led discussion – what does money mean to you? What does it mean to have or not have money? How do we think that may affect us in terms of the things we would like to have or do? Or the things we are unable to have or do because of money?

In groups, learners are asked to consider the role of money at different life stages. What significance did it have when we were aged 7? What does or did it mean at aged 14, 21, 35, 40, 60? When did we become aware of money and its influence?

In pairs/small groups consider how money may affect our lifestyle choices and how that in turn may impact on our health and wellbeing – what do we mean by terms such as comfortably well off? Strapped for cash? Tightening the money belt?

Tutor-led activity on scenarios concerning money constraints – learners asked to consider how they would manage given budgets and essential spends – feedback discussions with the wider group.

Tutor-led activities and discussions on how money management may negatively impact emotional health, causing anxiety and depression or affect relationships.

Situations and scenarios that pairs/groups may suggest possible solutions to avoid or contain money matters.

Suggested time: about 4 hours.

Activities: Essential spending costs

Regardless of the learners' age they should be made aware of existing and future costs regarding their money management.

Learners could be asked to consider or revisit previous work concerning life stages and begin to predict costs associated with cost of living and income, matching personal goals and ambitions with the reality of taxes, interest charges and maintenance bills.

Tutor-led activity to consider learner awareness of costs and expenditure. Learners could be presented with a list of items and asked to estimate their costs – this could be everyday food or household items or wider such as the average cost of renting a flat, buying a car or monthly cost of covering utility bills.

Learners could begin this activity by making a list of what they are likely to spend their money on for a week/month. This could include food, transport, rent, electricity, clothes etc. They could then share their answers with the rest of the group.

Using this list, learners can then go on to discuss how payment can be made. As wide a range as possible can be encouraged. Tutors can then ask the question, 'But what if ...?' Possible scenarios could be they do not have any cash or not enough, they have lost their debit card, they have left their SMART card at home.

Learners could follow this activity by finding different ways to pay when they buy items. They could consider the advantages and disadvantages of the full range of different payment methods, e.g. cash, credit or debit cards, contactless, store cards, SMART cards, tokens or vouchers.

Suggested time: about 6 hours.

Activities: Seeking financial help and support

Learners may be given a range of worksheets that shows the income and expenditure of a person or perhaps a group of people for the week. Learners need to work out if the person can save money or if they are likely to be in debt. Following the completion of the worksheets, learners could discuss how they could save the money or what they could have done to avoid going into debt. Depending on learner's numeracy skills they could either use a calculator or complete the computation manually.

Guest speakers could be invited in to talk about financial management.

Comparative scenarios could be provided comparing loans and credit card options, considering rates and overall interest incurred.

Banks and building societies could be researched to find out the advice and support available.

Tutor-led discussion – what is 'debt' – and how can it be avoided and support sourced?

Group discussion – what are 'savings' and how can money saved be stored and accessed safely?

Suggested time: about 4 hours.

Activity: Practising money transactions

Throughout this unit, learners can be given the opportunity of working in small groups to practise taking part in money transactions. This may be through case studies, role play or visiting different types of shop or discussing online purchases including gaming. Learners can be encouraged to estimate how much their transaction will be and then check the total cost, provide sufficient money to cover the cost, and check change against till receipts. The numeracy level of the learner would be taken into account.

Suggested time: about 2 hours.

Activity: Keeping money safe

Tutors can lead a discussion on the most effective ways of keeping money safe. Learners could share their own experiences at the beginning and a general discussion may consider the advantages and disadvantages of their methods. Examples could include making transactions at cash machines, travelling on public transport, paying for goods using cards or cash.

Tutor-led discussion – keeping money safe in online transactions and scammers, not sharing passwords.

Suggested time: about 2 hours.

Activity: Budgeting

Using different case studies, in small groups learners begin to work on completing a budget template and practising money transactions on their own in preparation for their assessment.

Learners may also find out what items cost for different scenarios to help with budgeting.

Learners use the knowledge gained from the earlier payments sessions to discuss the pros and cons of the case studies.

Each group then presents the finding of their case studies to the wider group for discussion.

Suggested time: about 3 hours.

Activity: Post assessment

Group discussion on learning and assessment experiences. Individual reviews of own performance and future planning. Individual reflection on skills, knowledge and understanding and how these may be developed in future learning and personal development.

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s):

Your task is to provide a personal response to a given individual's financial scenario. You will need to consider the spending patterns of your given individual and draw conclusions on how these may affect their personal health and wellbeing. You should consider how money may impact on:

- diet
- physical health
- relationships and social interaction
- emotional wellbeing.

You will then need to consider ways the individual may improve their financial status and give a brief outline on how this will improve health and wellbeing.

You will present your findings in an appropriate format of your choice.

Unit 10: Participating in External Learning Experiences

Level: **Entry 3**

Guided learning hours: **30**

Total Unit Time: **31**

Unit in brief

The aim of this unit is to understand the importance of learning outside of the classroom/training environment in an external learning environment.

Unit introduction

Learning opportunities exist outside of the more formal settings such as classroom/training environment. Talking to individuals, formal placements, visiting a museum and volunteering experiences can each have an impact on our personal growth and wellbeing.

In this unit, you will explore the benefits of learning from others and visiting relevant locations. You will consider why visits and speakers are important and how engaging with them can benefit you personally.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Take part in external learning experiences	<ul style="list-style-type: none"> Detail preparation and participation in at least two different external learning experience.
B Describe the benefits of external learning experiences	<ul style="list-style-type: none"> A review of personal experiences and the benefits for personal health and wellbeing.

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• External learning opportunities• Benefit for personal health and wellbeing• Learning from the experiences of others• Prepare• Expected behaviours	<ul style="list-style-type: none">• Organisation• Communication• Self-reflection• Personal social

Unit content

Approach (how the learner should approach this unit)

- Work with others before, during and after visits and listen to guest speakers.
- Actively plan and participate in external experiences.
- Make choices on how to present your work.

Knowledge

External learning experiences

- External learning opportunities, e.g. careers advisers, health visitors, local employers, charity workers, activity leaders, museums, local businesses, environmental places of interest.
- Benefit of external learning experiences for personal health and wellbeing, e.g. gaining information, being more informed, identifying and avoiding risks, career guidance, sources of further information.
- Learning from the experiences of others, e.g. gaining expertise, acting on the advice from others, skills and knowledge development, broadening experiences.
- Prepare for external learning experience, e.g. checklists, questions, equipment, timing, finance.
- Expected behaviours on visits and when welcoming guest speakers, e.g. good communication skills, value of learning from others, manage personal safety, seek advice from others, respect for others.

Skills

- Organisation, e.g. personal planning and preparation, health and safety.
- Communication, e.g. tone of voice, active listening, appropriate questions.
- Self-reflection, e.g. be able to reflect, plan and review your own experience.
- Personal social, e.g. respectful behaviour.

Assessment Criteria

Learning aim A: Take part in external learning experiences

Evidence must include an account of the external experiences and the learner's preparation and contribution to the experiences.

A.P1 Prepare for two different external learning experiences.

A.P2 Take part in two different external learning experiences.

Guidance for assessors

For P1

Learners should prepare for at least two external learning experiences, one visit and one guest speaker, considering what they want to get from the experience, e.g. personal aims for the visit, what questions to ask.

For P2

Learners should take part in at least two external learning experiences, one visit and one guest speaker, and record key points from the experiences.

Learning aim B: Describe the benefits of external learning experiences

Evidence must include information on the personal health and wellbeing benefits gained from the external learning experiences.

B.P3 List the benefits gained from external learning experiences.

Guidance for assessors

For P3

Learners will need to consider the personal benefits they have gained from visits and guest speakers and describe how these benefits will also have a positive impact on their health and wellbeing. For example being able to follow in another's footsteps to attain goals, understanding cultural norms and how to be respectful abroad, gaining information to help within a job role/learning, fun interactions/visits leading to positive mental health.

Delivery guidance

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

Activities: Introduction to unit

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

Suggested time: about 1 hour.

Activities: Preparing for visits

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

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

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

Identify appropriate places of interest. This could include local sport facilities; potential work experience venues; places of cultural interest; appropriate health and wellbeing venues; law courts.

Watching videos from the internet: virtual tours of places of interest.

In small groups ask learners to list what steps need to go into making a visit. What things do we need to think about? Once fed back to the tutor, tutor has own list to include: location of visit and timings; how to get there; who is going; costings for the visit – travel, food; clothing and behaviour; any special needs that require addressing/prior notification – special access requirements, special dietary requirements.

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

In small groups they take on some of the planning. For example, one group can find out how to get there. Another can research what activities they can take part in. Another group what questions may need to be answered when there.

Paired feedback on the information gathered.

Group discussions on how visits may help our health and wellbeing such as fact finding, expanding our experiences, socialising, emotional wellbeing.

Suggested time: about 6 hours.

Activities: Preparing for guest speakers

Tutor-led discussion – guest speakers – what can we learn from others?

Guest speakers (different providers of support) – provide information on ways they help individuals with difficulties or to support them to achieve their goals. For example, a school nurse or a personal trainer. The speakers can be from local community groups to speak about their role and that of their organisation. How the individuals involved benefit. Or they can be speakers from future employers, sports leaders, and other people of interest. Ask the group to come up with some ideas of people they would like to invite in or to visit, e.g. artists, lawyers, human rights activists, politicians, doctors, trade unionists, bakers, food and drink producers, local shop owners, vets, car mechanics, tradespeople.

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

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

Tutor-led discussion on potential speakers within the centre, a learner on a higher level course, a member of the support teams.

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

Suggested time: about 4 hours.

Activities: Communication skills

Small group/pairs list what do we mean by 'communication'? Practical games based on communication skills.

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

Group discussion on 'what are good communication skills'.

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

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

Suggested time: about 3 hours.

Activities: Developing awareness of appropriate behaviour

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

Group responses to given scenarios.

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

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

Tutor-led discussion, compile a checklist of how to behave when on visits and when a visitor comes into speak. Learners can be divided into small groups to list positive and negative behaviours, considering such things as body language, tone of voice and appropriate questioning.

Suggested time: about 4 hours.

Activities: Preparing for a visit

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

Tutor-led discussion – ground rules for the group on visits. For example, don't give personal information to strangers; don't wander away without permission; ensure your phone is charged and the tutor has your number and you theirs.

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

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

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

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

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

Suggested time: about 4 hours.

Activities: Preparing for a guest speaker

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

Suggested time: about 2 hours.

Activity: Preparing for assessment

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

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

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

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

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Group discussion on learning and assessment experiences.

Individual reviews of own performance and future planning.

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s):

As part of this unit you will need to take part in at least two different external learning experiences, one must be a visit to an appropriate location, e.g. a museum, and the other must be a guest speaker. To start you should prepare for each experience, researching the location you are visiting, highlighting the most useful areas to see and study, looking into the past of the speaker, and preparing a list of questions to ask.

During the experiences you should produce a record, using an appropriate format, e.g. written, visual, audio, and use this to reflect on what you've gained and learnt from the experiences, e.g. wider knowledge, understanding, helping you achieve your goals, helping inform career choices, impact on health and wellbeing.

Unit 11: Participating in an Outdoor Learning Activity

Level: **Entry 3**

Guided learning hours: **30**

Total Unit Time: **32**

Unit in brief

The aim of this unit is for learners to prepare for and participate in an outdoor learning activity.

Unit introduction

Outdoor learning involves direct engagement with the outdoor environment and research suggests that learners involved with outdoor learning experience and understand their emotions more effectively, learn how to work more successfully with their peers and with adults, release excess energy and improve physical health. You could undertake a range of activities in an outdoor learning environment, e.g. art, woodland and coastal activities, sports coaching and sailing. Outdoor learning can provide a wealth of experiences that you can enjoy whilst learning at the same time. In this unit, you will explore the personal health and wellbeing benefits from participating in outdoor learning activities.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Participate in an outdoor learning activity	<ul style="list-style-type: none"> Detail the needs and aims of the activity as well as keeping an account of participation.
B Describe the benefits of outdoor learning	<ul style="list-style-type: none"> Detail the benefits for personal health and wellbeing from an outdoor activity.

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• Range of outdoor activities• Benefits for personal health• Preparation• Outdoor learning behaviour• Health and safety• Work with others• Participation	<ul style="list-style-type: none">• Organisation• Communication• Self-reflection• Personal social

Unit content

Approach (how the learner should approach this unit)

- Work with others before, during and after outdoor learning activities.
- Actively plan and participate in outdoor learning activities.
- Make choices on how to present your work.

Knowledge

Outdoor Learning

- Range of outdoor activities available to them, e.g. cubs, Girl Guides, outdoor pursuits, environmental visits, nature walks, forestry schools.
- Benefits for personal health, e.g. emotional, physical, social.
- Prepare for an outdoor activity, e.g. understand the importance of specialist equipment for the activity, know what behaviour is expected.
- Outdoor learning behaviour, e.g. respecting environment, adhering to guidelines, not littering.
- Health and safety appropriate to the activity.
- Work with others, e.g. consider when to seek advice and guidance from others and from whom, teamwork, communication skills.
- Participate in an outdoor activity.

Skills

- Organisation, e.g. planning, decision making, personal safety, self-reflection.
- Communication, e.g. seek support and information, group discussions, active listening.
- Personal social, e.g. respectful behaviour, teamwork.

Assessment Criteria

Learning aim A: Participate in an outdoor learning activity

Evidence must include details of the outdoor learning activity taking place, including any preparation work, equipment and an account of the learner's experience.

A.P1 Prepare for an outdoor learning activity.

A.P2 Take part in an outdoor learning activity.

Guidance for assessors

For P1

Learners will need to list what they will need for the activity as well as their aims for the activity e.g. suitable clothing to wear, safety equipment.

For P2

Learners will need to take part in at least one outdoor learning activity and record the experience.

Learning aim B: Describe the benefits of outdoor learning

Evidence must include information on the benefits of outdoor learning in a written, visual or audio format.

B.P3 Outline the benefits of outdoor learning for personal growth and wellbeing.

Guidance for assessors

For P3

Learners will need to reflect on what they have gained personally from participating in the outdoor learning activity and the benefits for health and wellbeing, e.g. developing social skills, increased awareness of abilities, improved fitness, wider awareness of the environment.

Delivery guidance

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

Activities: Introduction to unit – What is Outdoor Learning?

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

Tutor-led discussion – what is outdoor learning?

Suggested time: about 2 hours.

Activities: Research outdoor learning activities

In pairs learners make a list of outdoor learning activities that they have taken part in the past. This can be either as part of school/college for education or with friends or families for fun.

It could include: clearing a patch of land of litter and waste; outdoor dance or drama performance; identifying local birds/ wildlife/ flowers/ plants/ bugs; scavenger hunt; planting vegetables, planting bushes; building a campfire; camping or a residential visit to a coastal area, visit to a zoo to observe animals.

Present to wider group.

Tutor-led activity. Even if you have a designated outdoor learning venue on-site it is still worth asking learners to investigate what other opportunities exist locally for an outdoor learning experience. Put learners into small groups and ask them to research the places and activities. This could include research on the internet using given sites or using given brochures. Small groups can present their findings to the others. It could be a local park or coastal area to record the different animals/plants present; residential trip; clearing a section of the school/college with a view to improving the environment.

Learners can also search for these places using a mapping site/app.

Guest speakers – invite in relevant speakers to talk to learners about a range of outdoor learning activities. These can be adventure leaders, sports leaders, environmental workers, venture scout leaders, charity workers, environmental groups.

Once you know what guest speakers you have coming in learners to compile a series of relevant questions.

The group can choose two places to visit as a taster for the main outdoor learning experience. They can take part in short activities and take photos. This could be a visit to a local park to identify hazards, to investigate wildlife or environmental issues.

Another activity could be to record the sounds on the way to the venue and when they get to the venue and create a sound journey. Or take photos of the environment on the way to the venue and when at the venue.

Tutor-led activity – the importance of protecting the environment and how we can do small things to protect it.

Analysis of videos from the internet: virtual visits of places of interest.

In small groups ask learners to list what steps need to go into the outdoor learning activity that has been identified. What things do we need to think about? Feedback to tutor, tutor has own list to include: location of visit and timings; how to get there; who is going; costings for visit – travel, food; clothing and behaviour; any special needs that require addressing/prior notification – special access requirements, special dietary requirements, health and safety considerations.

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

In small groups they take on some of the planning. For example, one group can research how to get there. Another can research what activities they can take part in. Another group what questions may need to be answered when there. Feedback the information gathered.

Suggested time: about 8 hours

Activities: Developing awareness of appropriate behaviour

Small group/pairs list what do we mean by 'listening'? Practical games based on communication skills.

Tutor-led activity. Tutor has simple drawings of objects or figures. Tutor reads out instructions on how to draw the picture in front of them. Learners must listen and draw exactly what they hear.

Why is it important to listen to instructions on an outdoor learning activity? Discussion with tutor making a list from learners' suggestions.

Tutor led discussion. Compile a checklist of how to behave when on a visit. Learners can be divided up into small groups to compile a list of positive and negative behaviours.

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

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

Tutor-led discussion on 'do's and don'ts' when on visits in the environment, e.g. respecting the wildlife, not littering.

Suggested time: about 6 hours.

Activities: Personal safety

Tutor-led discussion on safety to include health and safety aspects that learners need to be aware of. This will include travelling safely to the outdoor learning site. Use case studies/scenarios/role play to make a list of things to consider.

Tutor-led discussion – the importance of following instructions. Why is it important to follow instructions and do exactly what you are instructed to do by tutors? What are the potential consequences of not listening and not following instructions? Use case studies and internet clips to emphasise the importance of this.

Tutor-led discussion. Personal protective equipment. Depending on the activity that takes place learners may need to use any of the PPE. It is essential tutors talk through what equipment is needed and learners have a chance to use the equipment before they go on the activity.

This may just be appropriate clothing, walking shoes, but could also involve ropes, knives etc.

Tutor-led discussion on difficulties that may arise on outdoor learning activity. What would happen if, for example, getting lost, approached by strangers, an accident.

Tutor-led discussion – ground rules for the group on visits. Allow learners to suggest what ground rules will be important. Tutor to compose a 'behaviour agreement' that can include: follow instructions of adults; be punctual and prepared; act safely and consider the safety of others; follow leader's instructions and stop immediately if I am told to do so, or hear a whistle etc.

Scenarios and role play highlighting where things have gone wrong or could go wrong.

What would you do in that situation? What happened? What advice could you have given?

This could be approached through video or case study material, with learners actively identifying different risky situations and/or behaviour when on outdoor learning activities.

Suggested time: about 6 hours.

Activity: Preparing for assessment

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

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

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

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

Questions answered.

Suggested time: about 2 hours.

Activity: Post assessment

Group discussion on learning and assessment experiences.

Individual reviews of own performance and future planning.

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s):

Your assessment task is to prepare and participate in an outdoor learning activity.

When you are preparing for the outdoor activity, consider any equipment you may need, questions to ask, checklists, and time considerations.

When participating in the activity, you will need to keep a record of your experience, which may include written, audio or visual formats.

After the activity you should outline the benefits the activity has had for your personal health and wellbeing, e.g. developing social skills, increased awareness of abilities, improved fitness, emotional benefits, wider awareness of the environment.

Unit 12: Planning Your Personal Progression

Level: **Entry 3**

Guided learning hours: **30**

Total Unit Time: **33**

Unit in brief

The aim of this unit is for learners to understand and develop a plan to progress their learning or career based on their personal skills and qualities.

Unit introduction

A progression plan allows you to review the skills, qualities and interests you currently possess and help you focus your next steps, particularly those required to progress onto your next course in education or your next career opportunity.

In this unit, you will develop an understanding of your own skills, qualities, experience and interests and how they relate to your possible learning and career opportunities. You will devise some short-term, realistic goals to help you to progress and achieve them.

Unit summary

Learning aim	Summary of suggested assessment evidence
A Explore progression opportunities	<ul style="list-style-type: none"> Research notes based around the learner's skills, abilities and their progression opportunities.
B Produce a personal progression plan	<ul style="list-style-type: none"> A personal progression plan with timelines and targets.

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none">• Progression opportunities• Progression requirements• Information sources• Personal qualities, skills and experience• Matching personal qualities to learning and employment opportunities	<ul style="list-style-type: none">• Self-reflection• Decision making• Planning

Unit content

Approach (how the learner should approach this unit)

- Reflect on personal skills, interests and ambitions.
- Make initial decisions and plans for future learning and career opportunities.
- Consider obstacles and ways of solving problems when achieving goals.

Knowledge

- Progression opportunities, e.g. further learning, part-time/full-time employment, apprenticeships, volunteering.
- Progression requirements, e.g. qualifications needed, experience, licence to practise.
- Information sources, e.g. internet, word of mouth, agencies, media.
- Personal qualities, skills and experience, e.g. organisation, patience, time in other job roles, motivation, time management, attention to detail, social skills.
- Matching personal qualities to learning and employment opportunities, e.g. meeting deadlines, detail and accuracy of work, able to convey information, building relationships.
- Set realistic and achievable goals, e.g. plan the steps required, career progression.

Skills

- Self-reflection, e.g. identify their personal skills and abilities, be able to discuss choices and decisions, recognise own limitations, know where to seek further support, communication skills.
- Decision making, e.g. impact on their progression present and future, aware of external factors that can impact decisions.
- Planning, e.g. identify different progression opportunities, identify how to make better decisions in the future based on reflections about past experiences, using technology to seek and present information.

Assessment Criteria

Learning aim A: Explore progression opportunities

Evidence must include information on personal skills, experience, interests and a brief description of potential intended progression opportunities.

A.P1 List your current skills, experiences and interests.

A.P2 Outline the potential progression opportunities.

Guidance for assessors

For P1

Learners will need to carry out a basic audit of their skills, experiences and interests, e.g. work, education, wider skills and work/life experience to date.

For P2

Identify a progression opportunity that would be comparative to the skills and experiences learners have identified in P1.

Learning aim B: Produce a personal progression plan

Evidence must include a plan with appropriate timelines and achievable targets in a format of the learner's choice.

B.P2 Produce a personal progression plan with realistic milestones and timelines.

Guidance for assessors

For P2

Learners will need to produce an outline of a progression plan with dated milestone tasks, which will support them to achieve the next stage in their education or career.

Delivery guidance

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

Activities: Introduction to the unit

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

Tutor-led activity on what we mean by progression planning and why we need to do it, such as: identifying goals and targets based on our interests and the steps we need to consider towards achieving these.

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

Suggested time: about 2 hours

Activities: Self-assessment

Learners could discuss or list the things that they enjoy, are good at and what they feel they need to develop.

Tutors could use tutorials to share information on individual learning plans and results of initial and diagnostic assessments with learners in preparation for their progression plans.

Suggested time: about 2 hours

Activities: Progression to further study

Tutor-led discussion and group participation on the progression opportunities to further study.

Groups could consider short- and mid-term progression and the steps needed to achieve goals.

Tutors could outline the steps to ensure clarity for learners.

Tutors from other courses could be invited in to talk about possibilities and outline any entry requirements.

Tutor-devised activity. Learners match cards with ways to achieve goals for different individuals. Identify who can help each individual. Place cards in order of steps to take.

Tutor can use case studies to highlight realistic short-term goals.

Learners could interview family and friends about their short-term goals.

Learners could identify potential short-term goals related to personal and career development.

For example: improving numeracy, literacy and/or IT skills; improve punctuality at school/college/work; developing specific communication skills and social skills; following a healthier lifestyle. Learners should be supported to identify if goals are achievable and measurable.

Once learners have identified their short-term goals, they could be guided in selecting appropriate individuals that could support them to achieve one of their goals. Guest speakers, 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.

Learners could be encouraged to identify milestone activities that will be required in order to achieve their own goals. Tutors could provide a format of a plan and timeline that learners will use to enter achievement of activities towards their goal.

Working towards the agreed goal: For example by attending training on offer from employer, job centre, college, school; creating an agreed plan; keeping a diary of events; peer, tutor and self-assessment.

Suggested time: about 5 hours

Activities: What are work related skills

Tutor-led discussion – what skills and qualities are needed for work?

Group activity – identify skills and qualities employers are asking for in different job advertisements.

Watch videos/TV programmes – discuss skills and qualities demonstrated by people in different jobs.

Learners could reflect on their own work-related learning experiences to recognise the skills and experiences this has given them. They could do this by sharing experiences that they have of paid work, voluntary work, or work experience.

Tutor-led discussion: learners could look at case studies/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 have guest speakers or case studies and ask employees questions about the skills and qualities needed for their jobs.

Learners could role play workplace situations to stimulate and share ideas.

Learners could work in groups to add the attitudes and behaviours that apply to work and learning by considering the career of someone they admire. Learners could share their list with the whole group and a tutor-led discussion could explore any additional values.

Learners could work individually to consider at least two attitudes, two values or two behaviours that are most important to them.

Learners consider all the external influences that can affect their career choices. Learners could write down positive and negative personal influences and share these with the whole group.

Learners can find out about how to find potential job roles. For example: reviewing selected newspaper adverts, searching relevant internet sites, having an interview with a career's adviser, undertaking a work experience placement; identifying a suitable job role.

Preparing key information: identifying key information needed. For example: personal details, education and qualifications, employment history, other achievements, interests and hobbies.

Learners can practise 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.

Skills could be practised using simulated work environments, for example taking orders or sorting post.

Suggested time: about 5 hours

Activity: Guest speakers

Guest speakers such as personnel from the centre, careers specialists and local volunteer coordinators could be invited to talk about opportunities available in learning and work. Employers offering apprenticeships and other recruiters could also talk about their work opportunities and what they are looking for in an employee.

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

Guest speakers from the workplace or employment agencies could be invited to speak about the importance of presenting information clearly and correctly on applications forms, CVs and covering letters and following specific instructions.

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

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

Learners could visit/work shadow/undertake work experience to observe job roles.

Suggested time: about 5 hours

Activities: Recognising and developing personal skills

Interview family and friends about the skills and qualities needed for their jobs.

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 flip chart and present their ideas to the group – 'is successful because'.

Group discussion – 'what are the differences between skills and qualities?'

Watch clips of video/TV programmes – discuss skills and qualities demonstrated by different people.

The tutor could provide tick charts or checklists of the skills and personal qualities needed for employment and educational courses and learners could use them to identify their own or each others' skills and qualities.

Strengths and weaknesses: identifying own personal skills, qualities and interests. Identify skills gained from education, work experience and other life experiences. For example: computer skills, numeracy, literacy, ability to interact positively with others, assertiveness, communication skills, listening, reliability, trustworthiness, patience, friendliness, team skills, punctuality, empathy.

Interests: types, e.g. hobbies, pastimes, sports, music, reading, charity work, socialising, decorating.

With support from tutors, learners can identify areas for improvement: identifying weaknesses in skills and qualities using checklists, self-reflection, peer and tutor feedback.

Learners 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 others' profiles.

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

Tutors could lead a discussion on how qualities, skills and attributes can be developed in part-time employment, voluntary work, in the classroom, at home and perhaps in small or larger businesses.

Learners identify what is meant by qualities and attitudes.

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

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

Local employers could be invited to speak to learners about their qualities, skills and attributes. Local successful business people may be willing to share their understanding of what are successful qualities in a range of different jobs.

Use case studies – to identify different skills and qualities needed for different jobs. Learners could make a poster advertising a job and the skills and qualities required.

Learners could develop a 'best practice' guidance sheet to present job applications. Key points could be collated on a board or flip chart.

Case studies – to identify different skills and qualities needed for different jobs.

Suggested time: about 5 hours

Activity: Preparing for assessment

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

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

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. Tutors could encourage learners to reflect on previous test results, diary entries, checklist results and discussions with peers, tutors and other support in order to identify what has been achieved.

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

Suggested time: about 2 hours.

Activity: Post assessment

Group discussion on learning and assessment experiences.

Individual reviews of own performance and future planning.

Suggested time: about 1 hour.

Suggested assessment activity

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

Suggested task(s):

Your task is to produce a realistic progression plan. In order to do this, you will need to carry out a self-assessment on your skills, qualities, hobbies/interests, areas you are good at, past experiences, as well as, areas you think you can improve on. You will then consider the opportunities available to you.

Using this information, compile your progression plan in a format of your choice. You will need to include short-term realistic goals, potential obstacles and how you would overcome them.

Appendix 1 Glossary of terms used for units

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

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

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

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

Appendix 2 Mapping to RSE Curriculum

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

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

	Unit Title	Ref	
2	Exploring emotional wellbeing	MWa	how to talk about their emotions accurately and sensitively, using appropriate vocabulary
		MWb	that happiness is linked to being connected to others
		MWc	how to recognise the early signs of mental wellbeing concerns
		MWd	common types of mental ill health (e.g. anxiety and depression)
		MWe	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
		MWf	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
		MWg	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
		ISHa	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising information is targeted at them and how to be a discerning consumer of information online)
		ISHb	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
3	Recognising the importance of social health and wellbeing	Fa	that there are different types of committed, stable relationships
		Fb	how these relationships might contribute to human happiness and their importance for bringing up children
		Fc	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
		Fd	why marriage is an important relationship choice for many couples and why it must be freely entered into
		Fe	the characteristics and legal status of other types of long-term relationships
		Ff	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
		Fg	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
		RRa	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship

	Unit Title	Ref	
		RRb	practical steps they can take in a range of different contexts to improve or support respectful relationships
		RRc	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
		RRd	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
		RRe	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
		RRf	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
		RRg	what constitutes sexual harassment and sexual violence and why these are always unacceptable
		RRh	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
		OMa	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
		OMb	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
		OMc	not to provide material to others that they would not want shared further and not to share personal material which is sent to them
		OMd	what to do and where to get support to report material or manage issues online
		OMe	the impact of viewing harmful content
		OMf	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
		OMg	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
		OMh	how information and data is generated, collected, shared and used online

	Unit Title	Ref	
4	Being aware of Sexual Health and Wellbeing	ISRa	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
		ISRb	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
		ISRc	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
		ISRd	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
		ISRe	that they have a choice to delay sex or to enjoy intimacy without sex
		ISRf	the facts about the full range of contraceptive choices, efficacy and options available
		ISRg	the facts around pregnancy including miscarriage
		ISRh	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
		ISRi	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
		ISRj	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
		ISRk	how the use of alcohol and drugs can lead to risky sexual behaviour
		ISRI	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
		BSa	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
		BSb	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Appendix 3 BTEC Assignment Brief

Qualification	
Unit or Component number and title	
Learning aim(s)	
Assignment title	
Assessor	
Hand out date	
Hand in deadline	

Scenario or Context	
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Task 1	
Checklist of evidence required	
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
Task 2	

Checklist of evidence required	
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:

Sources of information to support you with this Assignment	
Other assessment materials attached to this Assignment Brief	<i>e.g. work sheets, risk assessments, case study</i>

Pearson BTEC Entry Level in Personal Growth and Wellbeing (Entry 3)

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