



# Pearson BTEC Level 1 in **Personal Growth and Wellbeing**



## Specification

*First teaching from September 2020*

Pearson BTEC Level 1 Subsidiary Award in Personal Growth and Wellbeing

Pearson BTEC Level 1 Award in Personal Growth and Wellbeing

Pearson BTEC Level 1 Certificate in Personal Growth and Wellbeing

Pearson BTEC Level 1 Extended Certificate in Personal Growth and Wellbeing



# **Pearson BTEC Level 1 in Personal Growth and Wellbeing**

## **Subsidiary Award Award Certificate Extended Certificate Specification**

First teaching September 2020

Issue 2

## About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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

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

ISBN 978 1 446 96772 0

All the material in this publication is copyright  
© Pearson Education Limited 2025

## Summary of Pearson BTEC Level 1 in Personal Growth and Wellbeing Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Further detail added to guidance for assessors	36
Amendment made to P1 guidance for assessors	44
Amendment made to P2 guidance for assessors	68
Amendment made to P1 and P2 guidance for assessors	76
Amendment made to P3 guidance for assessors	84
Amendment made to P1 guidance for assessors	92
Amendment made to P1 guidance for assessors	100
Amendment made to P2 guidance for assessors	124

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](https://qualifications.pearson.com/en/support/contact-us.html).



# Contents

<b>Welcome</b>	<b>1</b>
Why are BTECs so successful?	1
<b>Overview of the Pearson BTEC Level 1 in Personal Growth and Wellbeing qualifications</b>	<b>2</b>
Qualification features	3
<b>1 Qualification objectives and purpose</b>	<b>6</b>
<b>2 Structure</b>	<b>8</b>
<b>3 Units</b>	<b>12</b>
Understanding your units	12
<b>4 Planning your programme</b>	<b>14</b>
<b>5 Assessment</b>	<b>15</b>
Introduction	15
Principles of internal assessment	15
Setting effective assignments	18
Making valid assessment decisions	20
Planning and record keeping	21
<b>6 Administrative arrangements</b>	<b>22</b>
Introduction	22
Learner registration and entry	22
Access to assessment	22
Administrative arrangements for internal assessment	23
Dealing with malpractice in assessment	24
Additional documents to support centre administration	26
<b>7 Quality assurance and centre approval</b>	<b>27</b>
<b>8 Resources and support</b>	<b>28</b>
Support for setting up your course and preparing to teach	28
Support for teaching and learning	28
Support for assessment	28
Training and support from Pearson	28
<b>Units</b>	<b>31</b>
Unit 1: Improving Physical Health and Wellbeing	33
Unit 2: Understanding Emotional Wellbeing	41
Unit 3: Understanding the Role of Relationships in Social Health and Wellbeing	49
Unit 4: Understanding Sexual Health and Wellbeing	57
Unit 5: Developing Personal Identity	65
Unit 6: Understanding Your Rights and Responsibilities	73
Unit 7: Finding Ways to be Resilient	81
Unit 8: Improving Personal Impact on the Environment	89
Unit 9: Financial Commitments	97
Unit 10: Using External Opportunities for Learning	105
Unit 11: Supporting an Outdoor Learning Activity	113
Unit 12: Produce a Personal Progression Plan	121

<b>Appendix 1 Glossary of terms used for units</b>	<b>129</b>
<b>Appendix 2 Mapping to RSE Curriculum</b>	<b>131</b>
<b>Appendix 3 BTEC Assignment Brief</b>	<b>136</b>



# Welcome

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

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. These Pearson BTEC Level 1 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 2 and 3.

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

We have addressed this through:

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

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

## A word to learners

Pearson BTEC Level 1 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 Level 1 in Personal Growth and Wellbeing qualification will help you to progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

# Overview of the Pearson BTEC Level 1 in Personal Growth and Wellbeing qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 in Personal Growth and Wellbeing qualifications. It includes all the units for these qualifications and also signposts additional handbooks and policies you need to use to plan your programmes.

These qualifications have been designed for all learners who wish to achieve a Pearson BTEC Level 1 in Personal Growth and Wellbeing qualification in preparation for future study. The qualifications have been designed to meet explicitly the needs of this group of learners in terms of content, assessment and progression. The purpose of Pearson BTEC Level 1 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 Level 1 Subsidiary Award in Personal Growth and Wellbeing (30 GLH)  
(Qualification Number 603/6124/4)

Pearson BTEC Level 1 Award in Personal Growth and Wellbeing (60 GLH)  
(Qualification Number 603/6125/6)

Pearson BTEC Level 1 Certificate in Personal Growth and Wellbeing (120 GLH)  
(Qualification Number 603/6126/8)

Pearson BTEC Level 1 Extended Certificate in Personal Growth and Wellbeing (210 GLH)  
(Qualification Number 603/6127/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
<b>Subsidiary Award</b>	30 GLH (30 TQT) One optional unit	Designed for learners who may be ready to progress quickly to further study and need a short course to address particular skills and knowledge gaps in their personal growth.
<b>Award</b>	60 GLH (61 TQT) Two optional units	Designed to give learners the opportunity to address skills and knowledge gaps in their personal growth development.
<b>Certificate</b> <i>(the Certificate size will cover all of the RSE requirements for England and Wales)</i>	120 GLH (123 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.
<b>Extended Certificate</b>	210 GLH (219 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 Level 1 in Personal Growth and Wellbeing qualifications through consultation with staff in further education and other centres that deliver qualifications at this level. This has led us to design qualifications with a focus on skills development. Our intention is to encourage learners to:

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

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

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

**Communication**

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

**Working with others**

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

**Problem solving**

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

**Managing and presenting information**

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

**Self-management and development**

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

## **Structures**

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

## **Links to vocational and academic study**

The qualifications are intended to be studied alongside other qualifications and learning experiences in a broad range of educational and training settings. These qualifications are aimed at the individual and their skills and 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 qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6 Administration arrangements*.

# 1 Qualification objectives and purpose

## **Pearson BTEC Level 1 in Personal Growth and Wellbeing**

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

### **What is the purpose of these Pearson BTEC Level 1 in Personal Growth and Wellbeing qualifications?**

The Pearson BTEC Level 1 in Personal Growth and Wellbeing qualifications are designed around practical skills and tasks that place an emphasis on learners' personal responses to everyday life situations and scenarios. Learners are encouraged to reflect and demonstrate their understanding.

The qualifications give learners the opportunity to acquire and develop generic and transferable skills in order to complete tasks and demonstrate a level of achievement at Level 1, 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 Level 1 in Personal Growth and Wellbeing qualifications for?**

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

The Subsidiary Award in Personal Growth and Wellbeing is intended for learners at Level 1 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 within their plan to help them progress to their desired outcome at the end of their study. This qualification sits alongside other knowledge and skills qualifications to form a coherent programme of study or transition programme and is targeted at learners who will need specific skills or knowledge to enable them to reach their progression goals.

The Award in Personal Growth and Wellbeing is intended for learners at Level 1 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 Level 1 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 Level 1 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 Level 1 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 Level 1 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 Level 1 in Personal Growth and Wellbeing qualifications enable learners to progress?**

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

### **How do the Award and Certificate sizes differ in purpose?**

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

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

## 2 Structure

### Pearson BTEC Level 1 Subsidiary Award in Personal Growth and Wellbeing (30 GLH)

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

Pearson BTEC Level 1 Subsidiary Award in Personal Growth and Wellbeing			
Unit reference	Unit title	GLH	Type
	<b>Optional unit</b>		
<b>1</b>	Improving Physical Health and Wellbeing*	<b>30</b>	Optional
<b>2</b>	Understanding Emotional Wellbeing*	<b>30</b>	Optional
<b>3</b>	Understanding the Role of Relationships in Social Health and Wellbeing*	<b>30</b>	Optional
<b>4</b>	Understanding Sexual Health and Wellbeing*	<b>30</b>	Optional
<b>5</b>	Developing Personal Identity	<b>30</b>	Optional
<b>6</b>	Understanding Your Rights and Responsibilities	<b>30</b>	Optional
<b>7</b>	Finding Ways to be Resilient	<b>30</b>	Optional
<b>8</b>	Improving Personal Impact on the Environment	<b>30</b>	Optional
<b>9</b>	Financial Commitments	<b>30</b>	Optional
<b>10</b>	Using External Opportunities for Learning	<b>30</b>	Optional
<b>11</b>	Supporting an Outdoor Learning Activity	<b>30</b>	Optional
<b>12</b>	Produce a Personal Progression Plan	<b>30</b>	Optional

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



## Pearson BTEC Level 1 Award in Personal Growth and Wellbeing (60 GLH)

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

Pearson BTEC Level 1 Award in Personal Growth and Wellbeing			
Unit reference	Unit title	GLH	Type
	Optional units		
<b>1</b>	Improving Physical Health and Wellbeing*	<b>30</b>	Optional
<b>2</b>	Understanding Emotional Wellbeing*	<b>30</b>	Optional
<b>3</b>	Understanding the Role of Relationships in Social Health and Wellbeing*	<b>30</b>	Optional
<b>4</b>	Understanding Sexual Health and Wellbeing*	<b>30</b>	Optional
<b>5</b>	Developing Personal Identity	<b>30</b>	Optional
<b>6</b>	Understanding Your Rights and Responsibilities	<b>30</b>	Optional
<b>7</b>	Finding Ways to be Resilient	<b>30</b>	Optional
<b>8</b>	Improving Personal Impact on the Environment	<b>30</b>	Optional
<b>9</b>	Financial Commitments	<b>30</b>	Optional
<b>10</b>	Using External Opportunities for Learning	<b>30</b>	Optional
<b>11</b>	Supporting an Outdoor Learning Activity	<b>30</b>	Optional
<b>12</b>	Produce a Personal Progression Plan	<b>30</b>	Optional

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

## Pearson BTEC Level 1 Certificate in Personal Growth and Wellbeing (120 GLH)

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

Pearson BTEC Level 1 Certificate in Personal Growth and Wellbeing			
Unit reference	Unit title	GLH	Type
	<b>Optional units</b>		
<b>1</b>	Improving Physical Health and Wellbeing*	<b>30</b>	Optional
<b>2</b>	Understanding Emotional Wellbeing*	<b>30</b>	Optional
<b>3</b>	Understanding the Role of Relationships in Social Health and Wellbeing*	<b>30</b>	Optional
<b>4</b>	Understanding Sexual Health and Wellbeing*	<b>30</b>	Optional
<b>5</b>	Developing Personal Identity	<b>30</b>	Optional
<b>6</b>	Understanding Your Rights and Responsibilities	<b>30</b>	Optional
<b>7</b>	Finding Ways to be Resilient	<b>30</b>	Optional
<b>8</b>	Improving Personal Impact on the Environment	<b>30</b>	Optional
<b>9</b>	Financial Commitments	<b>30</b>	Optional
<b>10</b>	Using External Opportunities for Learning	<b>30</b>	Optional
<b>11</b>	Supporting an Outdoor Learning Activity	<b>30</b>	Optional
<b>12</b>	Produce a Personal Progression Plan	<b>30</b>	Optional

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

## Pearson BTEC Level 1 Extended Certificate in Personal Growth and Wellbeing (210 GLH)

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

Pearson BTEC Level 1 Extended Certificate in Personal Growth and Wellbeing			
Unit reference	Unit title	GLH	Type
	<b>Optional units</b>		
<b>1</b>	Improving Physical Health and Wellbeing*	<b>30</b>	Optional
<b>2</b>	Understanding Emotional Wellbeing*	<b>30</b>	Optional
<b>3</b>	Understanding the Role of Relationships in Social Health and Wellbeing*	<b>30</b>	Optional
<b>4</b>	Understanding Sexual Health and Wellbeing*	<b>30</b>	Optional
<b>5</b>	Developing Personal Identity	<b>30</b>	Optional
<b>6</b>	Understanding Your Rights and Responsibilities	<b>30</b>	Optional
<b>7</b>	Finding Ways to be Resilient	<b>30</b>	Optional
<b>8</b>	Improving Personal Impact on the Environment	<b>30</b>	Optional
<b>9</b>	Financial Commitments	<b>30</b>	Optional
<b>10</b>	Using External Opportunities for Learning	<b>30</b>	Optional
<b>11</b>	Supporting an Outdoor Learning Activity	<b>30</b>	Optional
<b>12</b>	Produce a Personal Progression Plan	<b>30</b>	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
<b>Unit number</b>	The numbering of the units is sequential from 1–12.
<b>Unit title</b>	This is the formal title used and it appears on certificates.
<b>Level</b>	All units are at Level 1 as outlined in the Ofqual level descriptors.
<b>Unit type</b>	This shows whether a unit is a mandatory or optional unit. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a value of 30 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
<b>Unit in brief</b>	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.
<b>Unit introduction</b>	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.
<b>Unit summary</b>	This section helps tutors to see at a glance the key teaching areas in the unit presented against the learning aims.
<b>Teaching and learning contexts/Delivery contexts</b>	This section shows examples of how a may be taught in a variety of contexts and personal scenarios.
<b>Unit content</b>	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.
<b>Learning aims</b>	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.
<b>Assessment</b>	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.
<b>Assessment criteria</b>	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.

<b>Section</b>	<b>Explanation</b>
<b>Guidance for assessors</b>	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.
<b>Delivery activities</b>	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.
<b>Suggested assessment activity</b>	This section suggests scenarios and tasks that can be used in summative assessment activities.

## 4 Planning your programme

### How do I choose the right Pearson BTEC Level 1 qualification size in Personal Growth and Wellbeing for my learners?

**Pearson BTEC Level 1 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 Pearson BTEC Personal Growth and Wellbeing suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures record keeping, assessment and internal verification meet our requirements and liaise with our standards verifier. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.

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



## **Effective organisation**

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

## **Learner preparation**

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

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

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

## Setting effective assignments

### Setting assignments

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

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

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

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

### Providing an assignment brief

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

An assignment brief should have:

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

## Forms of evidence

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

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

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

The form(s) of evidence selected must:

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

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

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

## Making valid assessment decisions

### Authenticity of learner work

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

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

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

Assessors must complete a declaration that:

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

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

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

### Making assessment decisions using criteria

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

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

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

Pass criteria all relate to individual learning aims.

### Dealing with late completion of assignments

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

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

### Issuing assessment decisions and feedback

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

The information given to the learner:

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

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

## Planning and record keeping

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

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

- the time available to undertake teaching and carry out assessment, taking account of when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions 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](mailto: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](mailto: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 Pearson BTEC Level 1 in Personal Growth and Wellbeing qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of Pearson BTEC Level 1 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 BTEC Level 1 Personal Growth and Wellbeing qualifications. They include:

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

## **Training and professional development**

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of Pearson BTEC Level 1 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: Improving Physical Health and Wellbeing

Level: **1**

Guided learning hours: **30**

Total Unit Time: **34**

---

## Unit in brief

The aim of this unit is for learners to consider the factors that may influence our lifestyles and how to improve personal levels of physical health and wellbeing.

## Unit introduction

Our daily habits in early childhood can have a significant influence on us in later life. What we eat and drink can affect our health in positive ways but it can also have a negative influence. The amount of sleep we get each day can affect how effective we are at college or work. Research shows that getting sufficient exercise each day can have a significant effect on how we feel about ourselves as well as keeping our long-term health and us strong and mobile.

In this unit, you will consider both positive and negative factors that may influence your lifestyle choices. You will spend time gathering information about aspects of your lifestyle that influence your health. You will then use your knowledge of appropriate food and drink, sleep patterns and your choice of physical activities, to create a routine for a day. You will then carry out the routine and review it. You will also examine the effect that drugs, alcohol, smoking and diet can have on levels of physical health and wellbeing.

## Unit summary

Learning aims	Summary of suggested assessment evidence
<b>A</b> Identify factors that may influence physical health and wellbeing	<ul style="list-style-type: none"> <li>• Present information on factors that can influence an individual's decision to have a healthy lifestyle.</li> </ul>
<b>B</b> Plan a routine to show how to improve individual health and wellbeing	<ul style="list-style-type: none"> <li>• A plan to improve physical health and wellbeing.</li> </ul>

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Positive factors and negative factors that may influence physical health and wellbeing</li> <li>• Motivational techniques</li> <li>• Effects of drug use on physical health and wellbeing</li> <li>• The impact of food, drink and sleep on long-term health</li> <li>• Ways of gathering information about lifestyle</li> <li>• Basic first aid</li> <li>• Health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Communication</li> <li>• Personal social</li> </ul>

## Unit content

### Approach (how the learner should approach this unit)

- Understand factors that can influence an individual's decision to take part in exercise.
- Know how to access relevant sources of information about physical activity.
- Work independently when planning and carrying out a physical exercise routine.
- Make informed choices about personal physical activity and lifestyle.

## Knowledge

### Understanding healthy lifestyles

- Healthy lifestyles, e.g. diet, exercise, sleep, interacting with others, cognitive stimulation.
- Benefits of healthy lifestyles, e.g. makes us feel good, helps manage stressful situations, fitness levels, social engagement, protects from long-term illness.
- Factors that may prevent healthy lifestyles, e.g. finances, lack of information, peer pressure.
- How to maintain personal hygiene and its importance, e.g. social relationships, oral hygiene, preventing spread of infection.
- Ways to prevent ill health, e.g. immunisation and vaccination programmes, screening, self-examination, regular dental checks.
- Sleep patterns at different stages in life and the benefits of sufficient sleep for overall health.
- Health risks, e.g. smoking, taking drugs, drinking alcohol, increased risk of long-term chronic health conditions, poor blood circulation, respiratory problems.
- How physical health needs change as our bodies change, e.g. through puberty, adolescence, male and female.

### Helping others with their health issues

- Importance of blood, organ and stem cell donation.
- Awareness of life-saving skills, e.g. cardiopulmonary resuscitation (CPR).
- Where to find defibrillators in the local community and when you may need to use one.
- How to deal with basic common injuries in the home, whilst ensuring your own safety and that of others.

### Developing physical health and wellbeing

- Motivational techniques, e.g. using health apps to record diet, sleep patterns, exercise routines; set personal challenges, exercise with friends, coaches, internet websites.
- Different types of physical activity, e.g. aerobic, muscle strengthening, stretching, bone strengthening.
- Plans for daily routines.
- Review personal progress.

## Skills

- Research, e.g. the importance of a healthy lifestyle, developing physical health and wellbeing.
- Communication, e.g. verbal, non-verbal, active listening, negotiation skills.
- Personal social, e.g. ability to adapt to new situations, solve problems and make decisions.

## Assessment Criteria

### Learning aim A: Identify factors that may influence physical health and wellbeing

Evidence must include a description of different factors that influence physical health and wellbeing presented in an appropriate format, e.g. poster, leaflet, report.

**A.P1** Explain factors that influences physical health and wellbeing.

#### Guidance for assessors

#### For P1

Learners will give descriptions of at least two positive factors and one negative factor and explain practical examples from their own experience or from a given scenario. Learners can choose the most appropriate format to present their information.

### Learning aim B: Plan a routine to show how to improve individual health and wellbeing

Evidence must include information about proposed changes to their lifestyle that will lead to improvements to their own physical health and wellbeing. For example changes to diet, sleep patterns and/or physical activities as relevant to them.

**B.P2** Create a plan to improve physical health and wellbeing.

#### Guidance for assessors

#### For P2

Learners will provide a plan that includes factors that help improve lifestyle, e.g. diet, sleep patterns and physical activities. The plan should explain how these factors contribute to improving physical health and wellbeing.

## Delivery guidance

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

### Introduction to unit

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

To introduce the first learning aim, the group could discuss their past experiences of healthy lifestyles, e.g. what did they enjoy eating, what activities did they take part in when they were younger, how does it compare to what they do now? If their lifestyle has changed significantly why do they think it has happened? Does it improve their health?

Learners could then create a list of both positive and negative factors that influence maintaining healthy lifestyles.

Group activity to clarify the meaning of the term 'physical health and wellbeing'. This would include healthy diet, sleep patterns and physical exercise. Learners can then look at national recommendations for different age groups and compare their own habits with those recommended.

**Suggested time:** about 3 hours.

### Activity: Case study

The tutor could present a case study of an individual who has been following a lifestyle that is reasonably healthy but could be improved. Learners can identify the factors that are preventing the individual from leading a healthy lifestyle and suggest ways in which they could encourage them to improve. Working in groups, learners could then create their own case studies from a list of positive and negative factors. They could then swap with other groups to identify the factors and make suggestions of how they could encourage participation.

**Suggested time:** about 3 hours.

### Activity: Research

Learners could work individually or in small groups to gather information about the effect that using drugs, smoking and drinking alcohol can have on their health. They could then present the information they gather to the rest of the group.

A speaker may be invited to talk about the role of food and drink and exercise in preventing long-term illness. This could be a health visitor or personal trainer. The information gathered could be presented as a booklet or poster to share with others outside the group.

Learners could find information on personalities who have taken drugs and the impact that it has had on their health and career.

**Suggested time:** about 5 hours.

### Activity: Personal hygiene

Working in small groups, learners can choose an appropriate format to present information about how infection spreads and the importance of personal hygiene. Learners will need time to gather appropriate information for the task.

The tutor could present a case study on an individual who has personal hygiene issues.

Learners could discuss how these issues may affect the physical, social and emotional needs of the individual.

**Suggested time:** about 3 hours.

### Activity: Changes to our bodies over time

A tutor-led practical workshop on how our bodies change over time and how this can influence our physical health, e.g. different developmental stages and sleep patterns.

**Suggested time:** about 2 hours.

**Activity: Helping others to stay healthy**

A tutor-led practical workshop on dealing with basic common household injuries and giving CPR.<sup>15</sup> A specialist may be required to deliver these two workshops.

A speaker may be invited to talk about the benefits of organ donation and how individuals can become part of the programme.

Learners could find out where defibrillators are in the college/school and in their local community. They can find out what their purpose is.

**Suggested time:** about 5 hours.

**Activity: What motivates you?**

Learners could consider what motivates them to follow a healthy lifestyle. This could be carried out in small groups or as individuals. The information could then be shared.

The second part of the activity would be to consider what would not motivate them to take part. They should try to suggest new answers rather than giving the opposite.

**Suggested time:** about 2 hours.

**Activity: Research motivational tools**

Time could be given for learners to research different motivational tools. This may include apps, diet sheets, online training and fitness programmes, sports equipment such as watches that record fitness, diet and sleep patterns and progress.

Learners can then share their findings with the rest of the group, including their opinion of the products.

**Suggested time:** about 3 hours.

**Activity: Preparing for assessment**

Learners will need time to reflect on existing personal exercise routines, diet and sleep in light of the learning and skills gained from the unit.

Tutors will remind learners of the assessment requirements and timescales.

Discussion on presentation methods and quantity of evidence required.

Opportunity to ask and answer questions.

**Suggested time:** about 1 hour.

**Activity: Post assessment**

It is important that learners are given the opportunity to reflect on their experiences of this unit. They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## Suggested assessment activity

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

### Suggested task(s)

Your task is to produce a plan to improve physical health and wellbeing for yourself or others.

You need to consider:

- diet
- sleep patterns
- exercise.

You will include as much information as you can so that you can identify areas to improve. You need to identify factors affecting physical health and wellbeing and how you measure the success of the plan.





## Unit 2: Understanding Emotional Wellbeing

Level: **1**

Guided learning hours: **30**

Total Unit Time: **34**

---

### Unit in brief

The aim of this unit is for learners to find out about the importance of talking about our feelings and how to do this successfully.

### Unit introduction

Being able to express your emotions to others can be difficult at times, but it can be helpful to help us understand how our emotional responses may affect our wellbeing. It's not easy to share our feelings with others but it is important in maintaining our emotional wellbeing. It is also important to be aware of how to respond when others share their own thoughts and feelings or emotions.

In this unit, you will consider why it is important to share emotions with people you trust and also why this can be difficult. In sharing you may gain advice, support and opinions from others to help you. You will spend time finding ways to share personal feelings with others. There are many local groups, charities and national organisations that provide support and information about emotional wellbeing. You will have the opportunity to research some of these sources as you work through this unit.

### Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Understand the importance of sharing emotions and feelings with others	<ul style="list-style-type: none"> <li>Information about ways to share information in an appropriate format.</li> </ul>
<b>B</b> Explore ways to help share personal feelings with others	<ul style="list-style-type: none"> <li>A personal response to given scenarios outlining the decision-making processes.</li> </ul>

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Mental health is normal</li> <li>• Own and others' actions can influence mental health and emotional wellbeing</li> <li>• People and groups who can support a person's mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Personal and social</li> <li>• Personal reflection</li> </ul>

## Unit content

### Approach (how the learner should approach this unit)

- Understand the importance of sharing emotions.
- Know how to communicate personal emotions and feelings.
- Work independently to reflect on their ability to share own emotional thoughts with others.

### Knowledge

#### Importance of talking about emotional wellbeing

- Meaning of the terms 'mental health and emotional wellbeing'.
- Mental health is part of normal development.
- Positive and negative vocabulary associated with mental health and emotional wellbeing and how it can impact on others.
- How mental ill health can have an impact on different situations, e.g. a person who is depressed may struggle to be motivated to learn or seek employment, someone who is angry will find it difficult to make friends.
- Value of talking about emotional wellbeing such as people afraid to admit they are struggling, prejudice, others making judgements, negative associations.
- Ways to improve emotional wellbeing, e.g. physical exercise, voluntary work, being outdoors.
- Importance of sharing emotions with others such as talking through concerns, getting rid of frustrations, stress release, confirmation that how you are feeling is normal.
- Factors that make it hard to share feelings with others such as society's rules, culture, gender, perceived sign of weakness.
- Circumstances that influence our emotions, e.g. others' behaviours or situations that trigger an emotional response.
- Potential consequences of keeping feelings and emotions to ourselves, e.g. anxiety, depression, withdrawn.
- How the internet and social media can influence our emotional wellbeing, e.g. advertising, relationships, taking part in activities that encourage positive self-esteem such as gaming.
- Recognise bullying behaviour, abuse and harassment on and offline and know how to report it.

#### Ways of expressing emotional wellbeing

- Communication systems to accurately and sensitively talk about own feelings and emotions.
- Effective communication, e.g. active listening, make time for the person, eye contact, focus on the person, ignore distractions, positive body language, tone of voice, open-ended questions.
- Agreeing discussion boundaries, e.g. keeping the discussion confidential, listening to other people's points of view, playing devil's advocate.
- Varied vocabulary of words to use when talking about their own and others' feelings.
- Support groups available for those who experience mental ill health, e.g. caring and trusted friendships, mental health charities, local support groups.

### Skills

- Communication, e.g. verbal, non-verbal, active listening.
- Personal social, e.g. ability to accepting feedback, empathy and respect for others, positive self-esteem and self-image.
- Reflection on own emotional health and wellbeing.

## Assessment Criteria

<p><b>Learning aim A: Understand the importance of sharing emotions and feelings with others</b> Evidence must include information presented in an appropriate format for the intended reader.</p>
<p><b>A.P1</b> Describe the importance of sharing personal emotions and feelings.</p>
<p><b>A.P2</b> Identify the benefits and challenges when sharing personal feelings to others.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b> Learners will give at least two different situations where sharing emotions has been important, giving brief reasons why.</p>
<p><b>For P2</b> Learners will provide situations where sharing personal feelings/emotions is empowering and identify the benefits of doing so and what challenges the situation may present.</p>
<p><b>Learning aim B: Explore ways to help share personal feelings with others</b> Evidence must include information on approaches in an appropriate format for the intended audience.</p>
<p><b>B.P3</b> Describe the approaches you could take when sharing emotional feelings with others.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P3</b> Learners will provide at least two different approaches to use for a single scenario. For each approach learners will give details of the steps they will take.</p>

## 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.

Discussion on the terminology appropriate for this unit.

Given the sensitive nature of this unit, it would be important to spend time discussing ground rules for the class. This could include the information shared by the group is confidential, respect those who do not want to share information etc.

Learners could take part in an introductory activity. For example, each learner could think of one event in their lives that they were proud of, e.g. scoring a goal at a football match, going to a social event on their own for the first time. Learners could then share the event with the rest of the group. The class discussion could be based on different questions, e.g. how comfortable did they feel praising themselves, how often do they look back at what they have achieved, do they know friends or family who praise them, how did it feel to have people listening to them about their achievements?

Sharing our feelings is not easy. There are a number of video clips produced by mental health organisations that can be used to start discussions on why we find it difficult sharing our emotions with others.

**Suggested time:** about 3 hours.

### Activity: Exploring the challenges of sharing personal feelings

Tutors could provide a series of statements that could be answered 'true or false', e.g. 'men find it harder than women to share their emotions', 'it's easier to keep quiet than get involved in discussions', 'if you challenge a friend's opinion, they will not be a friend any longer', 'people should know how you feel without you having to tell them'. When the individual task is complete, learners can then share their responses and talk about why they gave their answer.

**Suggested time:** about 1 hours.

### Activity: Considering factors that influence Emotional health

Short video clips from mental health organisations talking about factors that influence mental health, e.g. how our culture can influence the way we respond, perceptions of mental health.

Before starting this activity, learners need to know the meaning of the term 'stigma'. Learners can then be given a series of questions to work through, in small groups. Topics could include, 'why does stigma exist for those with mental illness?', 'how can a stigma affect people?', 'what could be done to reduce stigma?' The class can then discuss their responses.

Learners could discuss how bullying, abuse and harassment can influence a person's mental health. A speaker from an appropriate charity could be invited to discuss how to cope with this type of behaviour and the support that is available.

**Suggested time:** about 5 hours.

### Activity: Talking about emotional health

Learners could make a list of words they sometimes use about themselves that could be insensitive or hurtful to those with emotional health concerns, e.g. crazy, nutter, mad, lunatic.

Tutor-led discussion on the use of language and how it can offend or upset someone.

A worksheet or cards could be given to small groups of learners. They can then be given time to discuss how the phrase or sentence said by others could affect someone with emotional health concerns, e.g. 'I'm going to kill myself', 'they're absolutely crazy', 'I cleaned my room twice this week, I'm so OCD'.

Tutor-led discussion to consider terms or phrases that are used to describe people such as 'they're depressed', 'she's anorexic', 'he's battling with ....'

**Suggested time:** about 4 hours.

**Activity: Communicating effectively**

Learners could spend time researching celebrities who have spoken out about mental health and share this information with the group. The group could then discuss what impact this work would have on helping people to talk about mental health.

Learners can participate in a workshop that explores different types of body language. This could include understanding non-verbal signals, positive and negative body language, e.g. when someone is being defensive, knowing when someone doesn't want to become involved in a conversation. Discussions could be supported with short video clips illustrating different types of body language.

Role play may be used to help learners understand how body language can influence the way others react to them.

Open discussion or use of given scenarios based on situations and others' behaviours that may 'trigger' personal emotional responses.

Follow-up work on reactions, responses and impact, e.g. expressing or not expressing feelings, considering different ways to deal with challenging situations and behaviours.

**Suggested time:** about 5 hours.

**Activity: Exploring local groups that support emotional health**

Learners can research local groups that help support people's mental health. This may involve visits to the local library to gather information, using the internet to find different sources etc. They can find out what the group does and who it supports. Information gathered can be presented in different ways to share with others in the group.

Guest speakers could be invited in to talk about the work they do.

**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 did they enjoy or not enjoy the activity, what did they learn by taking part etc.

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

**Suggested time:** about 2 hours.

**Activity: Post assessment**

It is important that learners are given the opportunity to reflect on their experiences of this unit. They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## **Suggested assessment activity**

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

### **Suggested task(s)**

Your task is to provide a personal response to a given scenario based on emotional health and wellbeing. You will consider the benefits and challenges associated with sharing personal information with others. You will need to prepare two approaches that you could take to address the given scenario/issue and decide on one that you are going to use. You will then take part in a discussion/role play demonstrating your understanding of the issues for your role and that of others, using your decided approach.





# Unit 3: Understanding the Role of Relationships in Social Health and Wellbeing

Level: **1**

Guided learning hours: **30**

Total Unit Time: **32**

---

## Unit in brief

The aim of this unit is for learners to understand the benefits of relationships for their social health and wellbeing and how to maintain them.

## Unit introduction

Having a relationship with others can be a significant benefit to your own social health and wellbeing. You can share good and exciting experiences, share difficult times together or perhaps ask for advice about personal situations knowing that the information is not going to be shared with others. Some relationships may lead to greater commitment such as living together, marriage, and perhaps having children.

In this unit, you will explore the benefits of different types of relationship. You will look at what makes a successful relationship and the behaviours and attitudes that will make it a positive experience. You will have the opportunity to develop personal skills to help form and maintain effective relationships.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Explore the benefits of different relationships	<ul style="list-style-type: none"> <li>An appropriate format to cover the factors that influence long-term relationships and how personal and social skills are used to create effective relationships.</li> </ul>
<b>B</b> Describe how personal skills can help form relationships	

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"><li>• Types of long-term relationships</li><li>• Benefits of having different long-term relationships</li><li>• Managing personal safety in relationships</li><li>• Building and managing healthy relationships in relationships</li><li>• Knowing how to effect change in the personal response to situations</li><li>• Sources of help and advice</li></ul>	<ul style="list-style-type: none"><li>• Personal social</li><li>• Communication</li><li>• Self-reflection</li></ul>

## Unit content

### Approach (how the learner should approach this unit)

- Respect others' opinions and be willing to change your own.
- Valuing the importance of relationships in terms of personal health and wellbeing.
- Work independently to demonstrate appropriate social skills and behaviours in different social groups.

### Knowledge

#### Understanding relationships

- Types of relationships, e.g. friendships, family, marriage, cohabiting.
- Benefits of relationships, e.g. happy, settled, supportive, support when bringing up children, commitment to one person.
- Characteristics of healthy relationships, e.g. committed stable relationships, trust, respect, consent, honesty, common interests, learn to 'give and take', contentment.
- Expectations and boundaries in stable relationships, e.g. support each other in difficult circumstances, loyalty to each other, consent to different types of behaviour, ending relationships.
- Ways to improve relationships, e.g. effective communication, share concerns with trusted friends or external groups.
- Advantages of marriage and other long-term relationships, e.g. shared responsibilities, shared financial responsibilities, problem solving.
- Responsibilities of being a parent, e.g. nurturing, keeping children safe, providing stability.
- The influence that media and the online world can have on wellbeing, attitudes and values, e.g. advertising, television soap programmes.
- Develop awareness of how their own identity, values, attitudes and behaviours are being shaped by different situations.

#### Being part of a relationship

- Understand and respect how the identity, values, attitudes and behaviours of other people shape partnerships.
- Know how to reject and challenge harmful behaviours, attitudes, values, stereotypes and prejudices.
- Explore how different feelings are expressed and managed positively within a relationship.
- Show consideration for others and understand mutual consent.
- Importance of taking responsibility for own actions.
- Recognise opportunities to build meaningful relationships and the boundaries around social interaction.

#### Personal safety, support and advice

- Recognising own rights when part of a relationship.
- Recognising behaviours that can harm relationships including bullying, abuse, prejudice, criminal acts, sexual harassment and violence.
- Managing personal safety in long-term relationships, including online activity, e.g. sharing personal information and images, viewing harmful content.
- Sources of information and advice for issues both on and offline.

### Skills

- Communication, e.g. verbal, non-verbal, active listening, negotiation skills.
- Personal social, e.g. assertiveness, resilience, flexibility, teamwork, ability to accepting feedback, empathy, respect, interaction with others.
- Self-reflection, e.g. behaviour, empathy, use of language.

## Assessment Criteria

<p><b>Learning aim A: Explore the benefits of different relationships</b></p> <p>Evidence must include information detailing benefits of relationships, in an appropriate format.</p>
<p><b>A.P1</b> Summarise the impacts of relationships on personal wellbeing.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b></p> <p>Learners will give a summary of relationships that they encounter. They will give information on the benefits that they have for them as individuals, including how it affects their lifestyle choices.</p>
<p><b>Learning aim B: Describe how personal skills can help form relationships</b></p> <p>Evidence must include a personal response, in an appropriate format, that shows how personal skills can help build, maintain or develop relationships.</p>
<p><b>B.P2</b> Review how personal skills can help build and develop relationships.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P2</b></p> <p>Learners will consider how personal skills influence relationships. They will use examples from personal experience or given scenarios and show where those personal skills have helped build and nurture relationships.</p>

## Delivery guidance

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

### Introduction to unit

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

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

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

Tutor-led introduction to the theme of the unit.

Group discussion on the different types of long-term relationship that we have had throughout our lives from birth to the present day, e.g. friends, partners, family, teachers, work colleagues.

Learners can work in pairs or small groups to discuss how long-term relationships continue. They can then share their ideas with the rest of the group.

**Suggested time:** about 3 hours.

### Activity: Characteristics of healthy long-term relationships and potential breakdowns

Working in small groups, learners can identify the advantages and disadvantages of being in different types of long-term relationship. They could then illustrate their findings in an appropriate way to share with the rest of the group. Each group could take one type of relationship or cover a range of relationships.

Using the information gathered from the previous activity, learners could discuss in more detail the advantages and disadvantages.

Learners could watch different videos or clips from television soap programmes to identify what makes a good relationship and what factors can cause relationship breakdowns.

A speaker from a relevant local charity could be invited to talk about relationship breakdowns and how to prevent them.

**Suggested time:** about 5 hours.

### Activity: Personal and social skills

Learners can make a list of different personal and social skills that may be used to help develop relationships. Learners could create charts in small groups or have one large chart in the class that everyone adds to. The information can then be used to discuss personal and social skills.

Learners could take part in role-play scenarios that are based on different situations involving relationships, e.g. a child does not want to do what the parent wants, lifelong friends trying to make a joint decision, partners not taking responsibility for their finances.

A number of activities could be based around effective communication and how body language can influence relationships.

**Suggested time:** about 4 hours.

**Activity: What action can we take?**

Small-group discussion on what is meant by a 'positive attitude'.

Small-group discussion on how to recognise a situation within a relationship that is not acceptable behaviour or makes you feel uncomfortable.

Tutor-designed scenarios looking at how to respond to a challenging situation within a relationship with a positive attitude.

Tutor-led questions on the above.

Tutor-led discussion on how to respond to an unsafe situation within a relationship – what should you do and what should you not do? What support is there for you?

Learners produce an infographic on 'How to stay safe online in relationships'.

Group activity – how do I know if my own behaviour is acceptable within the relationship?

How can I support other members of the group to have a positive experience and attitude?

Produce infographic.

**Suggested time:** about 4 hours.

**Activity: My relationship with my child**

The class could begin by discussing what they think the role of the parent is towards the child.

Learners could discuss what type of relationship they would like to have with their child and whether that relationship would change if they had more than one child.

One or two parents could be invited to discuss the challenges of parenting and building strong relationships with their child.

A health visitor may be invited to discuss the importance of the parent/child relationship and the impact that it can have on the both the child and the parent.

Learners can be encouraged to share what they have learned from their own childhood experiences and how it will influence the way they will care for their own child.

Learners can watch video clips on effective parenting and discuss the outcomes.

**Suggested time:** about 4 hours.

**Activity: Dealing with harmful behaviour in relationships**

Learners could carry out research both on the internet and in the local community to gather information on sources of help and advice if being bullied, harassed or abused in a relationship. The information can then be presented in an appropriate way for others to look at.

A representative from a local community group or charity may be invited to talk about harmful behaviour and the support that is available.

A community police officer may be invited to talk about harmful behaviour that is a criminal act and how to deal with these situations.

Learners may watch video clips from national organisations and charities that support victims of harmful behaviour. These clips may be used as a starting point for discussion.

**Suggested time:** about 3 hours.

**Activity: Preparation for assessment**

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

Individual reflection activity – learners are asked to reflect on their learning so far and consider their response to the assessment task for each of the 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**

It is important that learners are given the opportunity to reflect on their experiences of this unit. They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## Suggested assessment activity

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

### Suggested task(s)

Your task is to consider how relationships affect your life.

You will need to consider:

- types of relationship
- the benefits of these relationships for your health and wellbeing
- the personal skills that can be used to build and maintain effective relationships.

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





# Unit 4: Understanding Sexual Health and Wellbeing

Level: **1**

Guided learning hours: **30**

Total Unit Time: **30**

---

## Unit in brief

The aim of this unit is for learners to examine the nature of intimate relationships and the importance of personal social and communication skills in developing and maintaining safe relationships.

## Unit introduction

Entering into an intimate relationship can be a significant step in a person's life. To be in a relationship, partners should trust and value each other as individuals. They will be honest with each other, share common interests and support each other through challenging times. Developing and maintaining effective intimate relationships is not always easy. They take work and we all need to consider how we and others are contributing to ensure the relationship is effective. This involves developing our social and communication skills. It is important for you to consider how your feelings and those of your partner can influence your relationships and how to exercise responsibility as you deal with the pressures and emotional challenges involved. The skills, knowledge and understanding to build and maintain intimate relationships are essential for your own health and wellbeing and that of your partner and family.

In this unit, you will consider the factors that make a healthy intimate relationship. You will also learn about reproductive health, how to stay safe and healthy and where to go for support and guidance if you are concerned about your health.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Explore factors that help develop and maintain a healthy intimate relationship	<ul style="list-style-type: none"> <li>Information outlining characteristics of intimate relationships.</li> </ul>
<b>B</b> Outline how personal skills may influence relationships	<ul style="list-style-type: none"> <li>Information on the use of personal social skills and how they can help establish, develop or end relationships.</li> </ul>

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Healthy intimate relationships and their benefits</li> <li>• Individual rights when entering into an intimate relationship</li> <li>• Factors that can cause breakdowns in relationships</li> <li>• Reproductive health, including pregnancy</li> <li>• Making informed choices about sexual health</li> <li>• Personal safety in sexual relationships</li> <li>• Sources of help and advice</li> </ul>	<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Communication</li> <li>• Personal and social</li> </ul>

## Unit content

### Approach (how the learner should approach this unit)

- Work independently to gather and summarise information about personal relationships.
- Challenge your own as well as other people's behaviours, attitudes and opinions appropriately.
- Recognise own and others' safety when forming intimate relationships.

### Knowledge

#### Healthy intimate relationships

- Aspects of development that can be affected by intimate relationships, e.g. physical, social, emotional and health and wellbeing.
- Benefits of healthy intimate relationships, e.g. support each other, make joint decisions, share common interests, sexual relationships, long-term partnership.
- Influence of emotions on intimate relationships.
- Personal rights when entering into an intimate relationship, e.g. giving consent, delaying sexual relationships, resisting peer group pressure, online.
- Responsibilities around consent and response to unwanted advances, e.g. sexting, stalking, unwanted attention.
- Potential causes of relationship breakdowns, e.g. bullying, abuse, harassment, disloyalty, financial concerns.

#### Reproductive health and making informed choices

- Male and female reproductive systems during different life stages.
- Stages of pregnancy.
- Support provided for both parents during pregnancy and in preparation for the birth.
- Miscarriage and the potential impact on relationships.
- Making informed choices about pregnancy, e.g. keeping and caring for the baby, adoption, fostering, abortion.
- Seeking appropriate information and advice.

#### Personal safety

- Importance of maintaining sexual health.
- Impact of drugs and alcohol on choices and behaviour in relationships.
- Types of contraception and the health risks associated with unprotected sex, e.g. sexually transmitted infections.
- Actions to take following unplanned, unprotected sex.
- Recognition and management of different forms of abuse, sources of support and ending negative relationships.
- Legal rights and responsibilities concerning sexual health, e.g. grooming, sexual exploitation, forced marriage.

### Skills

- Decision making, e.g. consent, behaviour, support.
- Communication, e.g. verbal; non-verbal; active listening; demonstrating empathy; negotiation skills; assertiveness skills.
- Personal social, e.g. positive interaction, active listening, eye contact, body language, assertiveness, flexibility and ability to accept positive and negative feedback.

## Assessment Criteria

<p><b>Learning aim A: Explore factors that help develop and maintain a healthy intimate relationship</b></p> <p>Evidence must include information, in a suitable format, outlining characteristics of intimate relationships.</p>
<p><b>A.P1</b> Outline the factors that may influence the choice to enter into and continue an intimate relationship.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b></p> <p>Learners will show their understanding of the healthy characteristics of a relationship and the reasons for entering into one. There should be some detail on the choices once in a relationship and whether to continue or end a relationship. This can be evidenced through a case study or given scenario.</p>
<p><b>Learning aim B: Outline how personal skills may influence relationships</b></p> <p>Evidence must include information on the use of personal social skills and how they can help establish, develop or end relationships.</p>
<p><b>B.P2</b> Identify personal skills and how they can influence intimate relationships.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P2</b></p> <p>Learners will list different personal skills. They will then detail how each of the chosen personal skills can influence relationships.</p>

## Delivery guidance

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

### **Activities: Introduction to unit**

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

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

Group/pair activity on defining terms and references appropriate to this unit including values, beliefs, attitudes, expectations of self and others, personal qualities such as empathy and respect for others and their opinions. Tutor-led activity could include a values continuum, where learners have to place in order or in a diamond shape the values that are important to them.

**Suggested time:** about 3 hours.

### **Activities: Developing an awareness of healthy relationships**

Tutor-led activity – listing as a group the range of people we have contact with in our day-to-day lives currently, discussing the purpose and personal fulfilment of the relationship or encounter. What are the boundaries/social norms associated with each of the different types of people we come across? For example, it may be appropriate to use certain words and references with friends but not with tutors.

Group discussion and then small group answering questions such as: 'why are relationships important'? Why are positive relationships good for society? Look at what makes for positive relationships. Who might have difficulties in forming relationships and why? (This might be about people who have a lack of confidence through to people who have autism.)

Case studies from the media or TV about different relationships and what makes them positive or negative.

Tutor-led discussion on the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages, civil partnerships etc.

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? How are these maintained during the course of a relationship?

Individually learners chose a few different feelings and describe a time when they have felt those feelings. What led them to feel this and how did it make them react? How did it impact the situation? Could the outcome have been different?

Scenarios highlighting where relationships have broken down. What happened? What advice could you have given? When should you seek advice from others?

**Suggested time:** about 5 hours.

**Activities: Social and communication skills**

Tutor-led discussion/word shower on what do we mean by 'social skills'. This should generate a list that may include the following: listening; cooperating; following instructions; making eye contact; body language; empathy; managing relationships, respecting others, resolving conflicts. Small-group discussion on 'what is effective communication'? Make a list of these.

Learner-led discussion on why communication is important in intimate relationships.

Choose a few of the social skills generated in the discussion above and look at online videos showing social skills and how to develop them.

Role-play scenarios given by the tutor showing the positive use of different social skills in different situations.

Learners chose their own social skill and create a storyboard or a short video that would help others to develop that social skill.

**Suggested time:** about 4 hours.

**Activities: Developing awareness of emotions**

Feelings: word shower 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.

Tutor-led role-play scenarios exploring the impact of a range of emotions on intimate relationships. Discuss what is learned from this. Make a list of the impact of different emotions on different interactions. For example, the difference between talking to someone calmly about something and being angry with them.

Find examples from TV/internet about the impact of emotions on intimate relationships.

Individually and then share with a partner or small group do a Red/Amber/Green (RAG) tower/flow chart. Under Red write down what they see as 'negative' feelings. Amber can be feelings that could be considered both positive and negative. Green can be feelings that are considered 'positive'.

In small groups the tutor gives situations and learners discuss how they would react in that situation. Group discussion on what would be the most appropriate, caring response in this scenario.

**Suggested time:** about 4 hours.

**Activities: Safe reproductive health and pregnancy**

Tutor-led session on reproductive health, including the stages of pregnancy.

Learners may complete tutor-designed worksheets or use resources from the internet to help their understanding.

A speaker from the local medical centre may be invited to talk about different methods of contraception and sources of help and advice for unplanned, unprotected sex.

Learners may research the different types of sexually transmitted disease that may be contracted as a result of unprotected sex and multiple partners. Learners can present the information to the class.

**Suggested time:** about 4 hours.

**Personal safety**

Group activity – being assertive and the right to say no – an exploration of what our rights and responsibilities are within relationships that we encounter involving law, morality and social responsibility, especially around consent and the right to say 'no'. Role play different scenarios where you have to be assertive and use negotiation skills. Tutor to highlight the difference between apathy/assertion/aggression.

Tutor-led discussion – knowing who to contact when in need of support or intervention.

Tutor-led discussion – what the laws are relating to certain aspects around relationships, e.g. sexual health; contraception; sharing sensitive images online; domestic violence.

Visits to, or visits from, appropriate external agencies such as a local sexual health clinic, school nurse.

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

Tutor-led discussion on the impact of drugs and alcohol on personal relationships. Give scenarios where this is an issue and what could be done to support individuals involved.

**Suggested time:** about 4 hours.

**Activity: Preparing for assessment**

Tutor-led recap – reminder activity 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.

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

Questions answered.

**Suggested time:** about 2 hours.

**Activity: Post assessment**

It is important that learners are given the opportunity to reflect on their experiences of this unit. They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## **Suggested assessment activity**

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

### **Suggested task(s)**

Your task is to provide information on healthy relationships.

You will outline factors in relation to starting, developing and ending a relationship.

You should include the influence on your emotional wellbeing and consider the different personal skills you need at different relationship stages.

You will be given a scenario and asked to present materials in either audio, visual, or pictorial format of your choice.



## Unit 5:                    Developing Personal Identity

Level: **1**

Guided learning hours: **30**

Total Unit Time: **32**

---

### Unit in brief

In this unit learners will consider the factors and experiences that shapes individuals throughout their lives and the impact on social interactions.

### Unit introduction

Developing awareness of personal identity allows you to be receptive and reflective, which helps you to adapt to different social interactions. Becoming more self-aware will have a positive impact on your health and wellbeing.

In this unit, you will explore a range of factors and life experiences that have shaped personal identity. You will then consider how you can develop personal identity and contribute positively to social interactions.

### Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Describe factors that impact on personal identity	<ul style="list-style-type: none"> <li>Information on factors that can influence personal identity.</li> </ul>
<b>B</b> Summarise how individual personal identity contribute to social interactions	<ul style="list-style-type: none"> <li>Information on how individual personal identity can influence social interactions.</li> </ul>

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"><li>• Impact of different factors throughout life stages</li><li>• Impacts of media</li><li>• Influences on health and wellbeing</li><li>• Recognising patterns of behaviour</li><li>• Accepting differences in oneself and others</li><li>• Personality types</li><li>• Positive and negative impacts</li></ul>	<ul style="list-style-type: none"><li>• Self-reflection</li><li>• Decision making</li><li>• Personal social</li></ul>

## Unit content

### Approach (how the learner should approach this unit)

- Work with support in considering factors affecting personal identity.
- Recognise how personal identity can impact other.
- Recognise and respect other people's opinions and skills when working with others.

### Knowledge

#### Factors that shape personal identity

- Impact of different factors throughout life stages, e.g. childhood, cultural, family, lifestyle, relationships, social groups, emotions, friends, education, finances.
- Recognise the impact of the media, e.g. body image, stereotyping, peer pressure.
- Importance of self-confidence, self-esteem, value of personal contributions, positive behaviours and attitudes.
- Influences on health and wellbeing, e.g. managing emotions, expressing feelings, respecting other people's emotions, positive interactions.

#### Self-awareness

- Personal perception, e.g. how I see myself, how others see me.
- Recognising patterns of behaviour, e.g. behaviour management.
- Accepting differences in oneself and others, e.g. attitudes, values, opinions, beliefs, cultures.

#### Impacts of personality types on social interactions

- Personality types, e.g. leader, task master.
- Positive impacts, e.g. ability to compromise, show empathy, listen to others.
- Negative impacts, e.g. relationship breakdown, tasks not being completed, personality clashes.

### Skills

- Self-reflection, e.g. making connections between past experiences and current identity, developing awareness of behavioural responses.
- Decision making, e.g. making choices or changes to personal behaviours that can improve health and wellbeing.
- Personal social, e.g. assertiveness, self-reflection, resilience, flexibility, teamwork, ability to accept feedback, respect, compassion, kindness to self and others.

## Assessment Criteria

<p><b>Learning aim A: Describe factors that impact on personal identity</b></p> <p>Evidence must include information on factors such as family, culture, friendships, media and how these can influence personal identity.</p>
<p><b>A.P1</b> Explain factors that can impact on personal identity considering positive and negative influences.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b></p> <p>Learners will provide information on the factors that can influence personal identity. This could include characteristics such as personality and behaviours and influencing factors including lifestyles, culture and family. Learners will need to consider the positive and negative influences of the factors identified.</p>
<p><b>Learning aim B: Summarise how individual personal identity contribute to social interactions</b></p> <p>Evidence must include information on how individual personal identity can influence social interactions (home, work, study, intimate relationships), e.g. teamwork, leadership skills, respect, compassion, kindness to self and others, assertiveness, self-reflection, resilience, flexibility, ability to accept feedback over bearing behaviours, passive responses.</p>
<p><b>B.P2</b> Consider how personality types can help or hinder social interactions.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P2</b></p> <p>Learners must provide examples of how different personality types could influence social interactions and outcomes.</p>

## Delivery guidance

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

### **Activity: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected 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. Students 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 is personal identity and self-awareness and why do we need to understand it?

**Suggested time:** about 2 hours.

### **Activities: Factors that impact personal identity**

Tutor introduces why it is important to be able to understand how our experiences shape our lives and make us the people we 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 group.

Group discussion on the different types of background and how experiences throughout our lives might have affected personal identity. Tutor can compose a group timeline reflecting common themes. Considering general influences at various life stages.

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. How did this make you feel?

Group discussions on how the media and popular culture influences personal identity, such as the portrayal of social groups, image, role models.

Small groups could respond to a list of words describing an individual/s, e.g. confident, shy, introvert, extrovert, handsome, forceful, team player, charming, helpful, and arrogant, and group these to make up descriptions of a person and their identity as seen by others. This could be developed into initial discussions on what it would be like to know, work with or be in a relationship with such a person.

Learners consider which aspects of their life so far have had the most and least effect on their sense of personal identity.

**Suggested time:** about 4 hours.

**Activity: Exploring differences**

Group activity discussion: in how many ways might people be different from and similar to each other? Discuss the types of difference including physical, emotional, gender, sexuality, ethnicity, academic and cultural, considering how these differences can enrich our own personal experiences.

Consider five different famous people – what makes them different?

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?

Individual/pair activity. Using case studies compare people's differences and similarities.

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 and unique.

**Suggested time:** about 4 hours.

**Activities: Factors that impact our health and wellbeing**

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 and confidence?

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 and list as many differing ways that the media portrays popular celebrities for the way they look.

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

Different body shapes. Learners produce photos or illustrations of differing body shapes, hairstyles, clothing etc. What is considered normal or typical in society or other societies?

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

Present findings to wider group.

Tutor-led discussion. What is a 'habit' and how can we recognise that we have a habit? Do we have behavioural habits? Do we tend to respond the same way in certain situations and how can we begin to change these?

Discussion. What habits do we have? Are they good for us or might they be doing us harm?

Learners look at case studies and identify how differing habits can affect us and how we might be able to modify our behaviour regarding those habits. Feed back to the wider group.

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

**Suggested time:** about 6 hours.

**Activity: Developing awareness of emotions and behaviours**

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.

Tutor-led role-play scenarios exploring the impact of a range of emotions in certain social interactions and relationships. Discuss what is learned from this. Make a list of the impact of different emotions on different interactions. For example, the difference between talking to someone calmly about something and being angry with them.

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 in the scenario. Consider how emotions can affect our behaviour and how we can recognise this and put strategies in place to adapt that behaviour in differing situations.

Group discussion. How do our personalities and emotional responses impact on our social interactions? How do they support our wellbeing? Consider a range of scenarios involving three individuals with strong personalities. What does it take to get a task done or decision made where all three are in agreement, e.g. arguing a case, compromise and agreeing to disagree to complete a task.

**Suggested time:** about 4 hours.

**Activities: Maintaining a positive attitude**

Tutor-led discussion. 'Be Kind'. What does this mean and why is it important? Learners could devise a short role play to show the impact of 'being kind' to someone.

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

Pair activity. What part does the way we communicate impact on our ability to show that we are being kind and how can we adapt our communication to ensure we are doing so?

Case studies – learners look at scenarios of differing 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. Learners reflect on their experiences over the last two weeks and identify specific times where their behaviour towards others or themselves was positive or might have been improved. Discuss why they behaved the way they did at the time and what they could do differently next time.

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

**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 1 hour.

**Activity: Post assessment**

It is important that learners are given the opportunity to reflect on their experiences of this unit. They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## Suggested assessment activity

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

### Suggested task(s)

Your task is to consider how personal identity is influenced by personal experiences, considering the positive and negative aspects that they present.

You may need to consider the influences on the following:

- family and friends
- religion
- culture
- media.

You will then produce information outlining how personal identity can influence and affect social interactions (home, work, study, intimate relationships), e.g. teamwork, leadership skills, respect, compassion, kindness to self and others, assertiveness, self-reflection, resilience, flexibility, ability to accept feedback, overbearing behaviours, passive responses.



# Unit 6: Understanding Your Rights and Responsibilities

Level: **1**

Guided learning hours: **30**

Total Unit Time: **32**

---

## Unit in brief

The aim of this unit is for learners to understand their own rights and responsibilities in society.

## Unit introduction

Rights and responsibilities are very closely linked within today's society. A right is often an example of your entitlements and choice to help inform decisions. A responsibility relates to how you choose to respond within your rights such as abiding by the law or challenging situations where injustices occur. Respecting the rights of others is a life skill that is essential across all cultures and countries. Your rights, freedoms or entitlements are protected in the UK and include such things as: shelter, education, freedom of religion, freedom of expression and speech. Your rights and responsibilities may have an impact on your health and wellbeing.

In this unit, you will explore your rights and responsibilities in society and their importance. You will also begin to consider ways to help encourage rights and responsibilities.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Describe a selection of key rights	<ul style="list-style-type: none"> <li>Details of specific chosen rights and their importance.</li> </ul>
<b>B</b> Identify ways to help encourage rights and responsibilities	<ul style="list-style-type: none"> <li>Information that shows how rights and responsibilities can be encouraged within society.</li> </ul>

<b>Key teaching areas include:</b>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Difference between rights and responsibilities</li> <li>• Basic rights in society</li> <li>• Importance of rights and responsibilities</li> <li>• Differing types of rights</li> <li>• Organisations and charities</li> <li>• Maintaining responsibilities and upholding rights</li> <li>• Positive and negative impacts from outside influences</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Decision making</li> <li>• Respecting others</li> </ul>

## Unit content

### Approach (how the learner should approach this unit)

- Understand your rights and responsibilities in society.
- Recognise the importance of your rights and responsibilities.
- Make decisions on how to maintain your rights and responsibilities.

### Knowledge

#### Understanding rights and responsibilities

- Difference between a right and a responsibility, e.g. an entitlement, a need, a privilege, a duty.
- Basic rights, e.g. water, food, shelter, the right to work, education.
- Importance of rights and responsibilities, e.g. protection, satisfy basic needs, opportunities, equality, security.
- Types of 'right', e.g. civil rights, human rights, women's rights, voting rights, children's rights, gender, rights of people who identify as LGBTQIA+, workplace rights, legal rights, relationships and consent, cultural, race, family, lifestyle, friends, education.
- Organisations and charities that support rights, e.g. Amnesty International, Equality and Human Rights Commission, British Institute of Human Rights.
- Varying rights and responsibilities across different cultures and countries.
- Historical background to a range of human rights, civil rights.
- Further information to broaden your understanding, e.g. Citizens Advice, online support, seeking other people's opinions.

#### Maintaining your rights and responsibilities

- Maintaining responsibilities, e.g. respecting the rights of others, adhering to social norms, non-discriminatory behaviour, treating people how you wish to be treated.
- Upholding rights, e.g. challenging negative language, challenging discrimination, respect others, equality, empathy.
- Recognising the importance of taking responsibility for your actions, e.g. impacts on others.
- Recognise the positive and negative impact on your health and wellbeing from outside influences on your rights and free speech, e.g. the media, social media and peers.

### Skills

- Communication, e.g. expressing your views.
- Decision making, e.g. how to maintain your rights and responsibilities.
- Respecting others, e.g. recognising the impact of rights and responsibilities on self and others.

## Assessment criteria

### Learning aim A: Describe a selection of key rights

Evidence must include details of specific chosen rights and how they are important to both the individual and in recognising social diversity.

**A.P1** Describe the important rights and how they affect society.

### Guidance for assessors

#### For P1

Learners will select a minimum of two rights and describe their impacts on society and the individual.

### Learning aim B: Identify ways to help encourage rights and responsibilities

Evidence must include information that shows how rights and responsibilities are encouraged within society, e.g. challenging injustices, avoiding stereotyping, use of language, positive role models.

**B.P2** Explore ways in which individuals can encourage rights and responsibilities within society.

### Guidance for assessors

#### For P2

Learners will discuss ways in which individuals may help encourage awareness of rights for others within society.

## Delivery guidance

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

### Activity: Introduction to unit

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

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

**Suggested time:** about 2 hours.

### Activity: Definition of rights, needs, privileges

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

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

**Suggested time:** about 2 hours.

### Activity: What are my rights?

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

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

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

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

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

Feedback to the rest of the group.

Pair activity. Identify as an individual what your rights are in society and why it matters to have them upheld. How would this make you feel if your rights were not able to be met?

**Suggested time:** about 5 hours.

**Activity: Organisations that support rights**

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

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

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

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

**Suggested time:** about 4 hours.

**Activity: Rights and responsibilities**

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

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

Is it always right to have freedom of speech? What responsibilities come with freedom of speech?

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

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

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

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

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

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

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

**Suggested time:** about 6 hours.

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

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

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

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

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

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

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

Group activity – learners produce a group timeline infographic on what their personal responsibilities and societal responsibilities have been in life so far.

**Suggested time:** about 5 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 – 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**

It is important that learners are given the opportunity to reflect on their experiences of this unit. They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## **Suggested assessment activity**

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

### **Suggested task(s)**

Your task is to show your understanding of a range of rights and the freedoms they can offer.

You should consider:

- what rights and responsibilities you have
- why these rights and responsibilities are important
- what freedoms these rights can offer
- how to champion these rights.

The information you produce in response to this should be in an appropriate format.



# Unit 7: Finding Ways to be Resilient

Level: **1**

Guided learning hours: **30**

Total Unit Time: **31**

---

## Unit in brief

The aim of this unit is for learners to begin to learn ways to develop their resilience.

## Unit introduction

Resilience is often described as the ability to 'bounce back' and not give up when situations become more challenging.

In this unit, you will consider what resilience is and the factors that help people become more resilient. This unit will also help you to focus on how you can develop skills to increase your own confidence in dealing with difficult and challenging situations and ultimately improve your health and wellbeing.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Understand the impact of resilient behaviour in challenging situations	<ul style="list-style-type: none"> <li>Selected information outlining appropriate behaviour in challenging situations.</li> </ul>
<b>B</b> Describe ways in which you can develop your own resilience	<ul style="list-style-type: none"> <li>Information identifying ways they would deal with challenging situations.</li> </ul>

<b>Key teaching areas include:</b>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• What is resilience?</li> <li>• Ways to approach resilience</li> <li>• Behaviour and the influence on health and wellbeing</li> <li>• Factors affecting resilience</li> <li>• The role of resilience in achieving aspirations and goals</li> <li>• Understanding and improving communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Personal social</li> <li>• Teamwork</li> </ul>

## Unit content

### Approach (how the learner should approach this unit)

- Recognise, identify, use and present sources of information.
- Acknowledge situations that require resilient responses.
- Make decisions and refine work so that it is clear concise and fit for purpose.

### Knowledge

#### Exploring resilience

- What is resilience, e.g. recognising challenging situations and their impact on personal growth and wellbeing.
- Challenging situations, e.g. exam pressure, meeting deadlines, failing relationships, job interviews, confrontations, conflicts, financial pressures, change of circumstance, bereavement.
- Ways to approach resilience, e.g. accepting change, adapting and negotiating, deciding not to give up.
- Behaviour and the influence on health and wellbeing e.g. remain calm, listening to others, open to suggestions, considering others, expressing opinions.
- Factors affecting resilience, e.g. range of choices, unexpected circumstances, ability to make decisions.
- The importance and impact of resilience on health and wellbeing, e.g. positive ways to deal with stress and anxiety, satisfaction in resolving issues.
- The role of resilience in achieving aspirations and goals, e.g. not giving up at the first hurdle, determined to see it through to the end.
- Deciding on ways to cope in challenging situations, e.g. positive and negative coping strategies.
- Coping strategies and their impact on the situations, e.g. planning for the future including finance, dealing with an issue sooner rather than later.

#### Expressing yourself

- The ability to express ideas and opinions positively, e.g. using communication skills, recognising the importance of assertiveness.
- Understanding and improving communication skills, e.g. clearly communicate points.
- Recognise the difference between being assertive and aggressive in self and others.
- Listening and responding to others, e.g. demonstrating empathy, consider other ideas and opinions.

### Skills

- Communication, e.g. verbal, non-verbal, active listening, negotiation skills.
- Personal social, e.g. assertiveness, teamwork, respect, confidence, finding alternative solutions to problems.
- Teamwork, e.g. working effectively with others, listening to other people's ideas and opinions.

## Assessment criteria

<p><b>Learning aim A: Understand the impact of resilient behaviour in challenging situations</b></p> <p>Evidence must include selected information outlining appropriate behaviour in challenging situations.</p>
<p><b>A.P1</b> Describe how resilient behaviour may be demonstrated in challenging situations and its impact on health and wellbeing.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b></p> <p>Learners should describe a range of challenging situations (work, home, study, leisure, recreation) that may require resilient responses with a brief description of the impact on health and wellbeing.</p>
<p><b>Learning aim B: Describe ways in which you can develop your own resilience</b></p> <p>Evidence must include information identifying ways they would deal with challenging situations and explain the appropriateness of their responses, presented in an appropriate format.</p>
<p><b>B.P3</b> Select ways in which you could deal with challenging situations.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P3</b></p> <p>Learners will identify different ways they might deal with a challenging situation so that they can improve their own resilience and how they would recognise a challenging situation occurring.</p>

## 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 discussion on terminology, e.g. self-awareness, difficult situations, emotional responses and how resilient behaviour may resolve situations.

**Suggested time:** about 2 hours.

### Activities: Exploring 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 scenarios to highlight examples of people developing resilience.

Discussion and break out groups considering options when faced with challenges at home, work, study – listing scenarios and examining potential outcomes.

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

Learners discuss strategies people could use in those situations.

Learners discuss how resilience is important when it comes to setting goals and achieving them.

Tutor can give case studies showing how achieving goals can sometimes mean failure, but it is important to think what can be done differently next time.

Learners begin to explore the impact of not being resilient when faced with challenging situations.

**Suggested time:** about 6 hours.

**Activities: Impacts on health and wellbeing**

Tutor introduces 'stress'. Group discussion on what it is and how might we recognise it.

Learners write down things that have made them stressed in the past or now.

Tutor-led activities around triggers and stressors, exploring examples of situations that may evoke immediate emotional responses. Develop this with ideas on how to recognise these responses and consider different ways of responding.

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 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. Consider the impact of positive and negative coping strategies on others such as friends and family. Which strategies will help us become more resilient in the future?

'This too shall pass'. Group discussion on what this means in the context of resilience. Tutor can discuss how there will always be stressful situations, that will pass. However, the consequences of the positive or negative coping strategies may not pass as quickly.

Group work on responding to given scenarios that may require resilient responses.

**Suggested time:** about 6 hours.

**Activity: 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.

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

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.

Considering ways of coping – 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 things 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.

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 5 hours.

**Activity: 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 expressing themselves?

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. 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 and then 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.

Individual/pair activity looking at given case studies where communication is too passive, or too aggressive. Learners discuss why it is not appropriate and how the other person might be feeling. How would these situations be different if the person was being assertive?

Feed back to whole group and make a list of what is needed so that someone can express themselves to others.

**Suggested time:** about 5 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**

It is important that learners are given the opportunity to reflect on their experiences of this unit. They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## **Suggested assessment activity**

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

### **Suggested task(s)**

Your task is to respond to given scenarios with challenging situations.

You will need to consider:

- what about the situation is challenging
- how you would choose to react to the situation
- why is it important to pick the resilient choice?

You will then consider how you can develop your own resilience in the future and present this in an appropriate format.



## Unit 8: Improving Personal Impact on the Environment

Level: **1**

Guided learning hours: **30**

Total Unit Time: **32**

---

### Unit in brief

The aim of this unit is for learners to develop a better understanding of environmental issues and individual contributions to help improve it.

### Unit introduction

Leading scientists report that the way we live is damaging the environment. We are using Earth's resources faster than they can be replenished and the world's population continues to grow. Some animals and plants are disappearing as their habitats are being destroyed. As individuals, we are responsible for helping to protect our environment for future generations as this has a direct impact on health and wellbeing.

In this unit, you will develop an understanding of environmental issues affecting the planet and their impacts. You will also identify individual contributions you can make to help improve the environment and the importance of these.

### Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Identify an environmental issue and its impact	<ul style="list-style-type: none"> <li>Information identifying an environmental issue and its impact.</li> </ul>
<b>B</b> Outline ways individual contributions can improve the environment	<ul style="list-style-type: none"> <li>An overview (a diary, personal log, leaflet or poster) showing their individual contribution that helped improve the environment.</li> </ul>

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Environmental impacts</li> <li>• Global initiatives</li> <li>• Environmental campaigners</li> <li>• Environmental organisations</li> <li>• Individual contributions to improving the environment</li> <li>• Importance of individual contributions</li> <li>• Different aspects of the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to environmental issues</li> <li>• Planning</li> <li>• Self-reflection</li> </ul>

## Unit content

### Approach (how the learner should approach this unit)

- Understand environmental issues.
- Recognise the impacts of environmental issues.
- Make positive individual contributions towards improving the environment.

### Knowledge

#### Environmental issues

- Environmental issues, e.g. climate change, flooding, air/water pollution, deforestation, global warming.
- Impacts, e.g. pollution, lack of water supply, health problems.
- Global initiatives such as zero waste, less plastic, recycling.
- Environmental campaigners, e.g. Greta Thunberg, David Attenborough.
- Environmental organisations, e.g. WWF, Greenpeace.
- How groups and organisations support and raise awareness of our environment, e.g. campaigns, protests, extinction rebellion.

#### Ways to improve the environment

- Individual contributions to improve the environment, e.g. conserve water (turn off taps), save electricity (turn off lights, TVs and other appliances not in use), reusable bags, recycling, using public transport more, walk and bike more, avoid littering, plant flowers/trees.
- Importance of individual contribution, e.g. clean water, purify air, healthy ecosystems, regulate climate, help future generations.
- Respecting the environment, e.g. beaches, woodland, open spaces, parks.
- How the media helps raise awareness of issues, e.g. television advertisements, social media, environmental programmes, press releases.

### Skills

- Contribution to environmental issues, e.g. how do you contribute to improving the environment.
- Planning, e.g. carrying out specific tasks.
- Self-reflection, e.g. reflecting on individual awareness and impacts of environmental issues.

## Assessment Criteria

<p><b>Learning aim A: Identify an environmental issue and its impact</b></p> <p>Evidence must include information identifying an environmental issue and its impact.</p>
<p><b>A.P1</b> Describe an environmental issue and its impact.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b></p> <p>Learners will identify an issue affecting the environment and using research information describe the potential impact.</p>
<p><b>Learning aim B: Outline ways individual contributions can improve the environment</b></p> <p>Evidence must include a diary, personal log, leaflet or poster showing how individual contributions may improve the environment.</p>
<p><b>B.P2</b> Describe how you have contributed to environmental issues.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P2</b></p> <p>Learners will produce an overview of how they have personally contributed to improving the environment over a set period of time.</p>

## 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 others' ideas and opinions, supporting each other, fulfilling agreed commitments in a timely way.

**Suggested time:** about 2 hours.

### Activity: Respecting our 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; water scarcity; pollution; deforestation and global warming.

They can then go on to find out why it is important to do something about these issues. Each small group could research any area or select a different one and present the information they gather to the rest of the group.

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 come up with a series of relevant questions.

**Suggested time:** about 4 hours.

### Activity: Protecting our environment

Learners can spend time researching local, national and global organisations that help protect the environment. This task could be linked to the task on respecting our environment. Learners can then present their information to the rest of the group in a meaningful way.

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 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. Examples of potential activities could be: gardening project at a local care home; an area of a local park that needs improving; clearing a section of the school/college for a vegetable garden or to encourage wildlife. Learners could chose to work alongside a local organisation that is already involved in a long-term project.

The group may choose a place to visit for their environmental activity. They can make notes, take photos or videos to evidence what the environmental issue is and use this to determine the plan they are going to make. Even if the environmental concern is on-site, they should still gather evidence to inform their plan.

**Suggested time:** about 6 hours.

**Activity: 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 2 hours

**Activity: Benefits of working with others to improve the environment**

Learners could begin by making a list of different types of personal skills. They can then identify the skills they feel are most relevant for working in a group.

Learners, in groups, could identify a local project to engage with, e.g. reforming wasteland, clearing litter, planting trees/plants.

Tutor-led discussion – come up with a checklist of how to behave when taking part in an environmental project. Learners can be divided up into small groups to come up with a list of positive and negative behaviours.

Tutor-led discussion on the importance of everybody having a role that will interest learners and ensure they have evidence to meet the assessment criteria.

**Suggested time:** about 2 hours.

**Activity: Personal safety**

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. 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 be appropriate clothing, walking shoes, garden tools etc.

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.

**Activity: 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 task they were responsible for.

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 either work as a group to complete the task or work in the local community to complete the task.

**Suggested time:** about 6 hours.

**Activity: Post assessment**

It is important that learners are given the opportunity to reflect on their experiences of this unit. They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## Suggested assessment activity

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

### Suggested task(s)

Your task, working individually, is to produce a personal reflection on how you may contribute to improving the environment over a specific period of time.

You will need to consider:

- your current behaviour in relation to environmental issues
- ways that you can individually contribute to improving the environment
- the importance of these contributions
- how your contributions provide a positive impact on the environment.

Your material must be produced in an appropriate format for the purpose and your target audience.



# Unit 9: Financial Commitments

Level: **1**

Guided learning hours: **30**

Total Unit Time: **31**

---

## Unit in brief

The aim of this unit is for learners to appreciate the value of money and its effects on their health and wellbeing.

## Unit introduction

We all have ambitions of what we would like to have and do in the future. You may want to buy a car or have a gap year and travel round the world. You may want to go on to university or own your own home. Setting up your own business or perhaps 'settling down' and having a family may be your lifelong ambition. In order to achieve any ambition, no matter how small or big, you will need to have some money to fund it and it is important that you understand how to source this in a responsible way.

In this unit, you will find out how to make financial decisions. You will explore different financial products and services that are available to you and look at their advantages and disadvantages. You will understand how debt can occur, and how to manage it safely and access support if required. By the end of this unit, you should be able to prioritise your financial needs based on your goals and make realistic financial decisions based on these.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Consider financial products that support health and wellbeing	<ul style="list-style-type: none"> <li>• A personal development plan identifying own short- and long-term needs and ambitions and how it might be financed.</li> </ul>
<b>B</b> Outline a financial decision based on needs and ambitions	<ul style="list-style-type: none"> <li>• A presentation showing how you could finance your short- and long-term needs and ambitions with contingency included.</li> </ul>

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"><li>• Short- and long-term financial goals</li><li>• Factors that influence financial decisions</li><li>• Financial products and services</li><li>• Income and expenditure forms</li><li>• Being able to prioritise financial needs</li><li>• Financial advice and support</li><li>• Financial impacts on health emotional wellbeing</li><li>• Financial commitments</li></ul>	<ul style="list-style-type: none"><li>• Decision making</li><li>• Risk management</li><li>• Mathematical calculations</li></ul>

## Unit content

### Approach (how the learner should approach this unit)

- Identify short-term and long-term financial goals.
- Recognise the risks involved in making financial decisions.
- Understand sources of help and support when dealing with personal finances.

### Knowledge

- Short- and long-term financial goals, e.g. knowing the difference between necessities and luxuries, saving, investments, future commitments (mortgages, loans).
- Factors that influence the way we spend our money, e.g. peer group, family, spending habits, advertising, culture, significant events at different times of the year, disposable income, bills.
- Financial products and services, e.g. savings accounts, current accounts, overdrafts, credit cards, debit cards, loans, comparative interest rates.
- Investments e.g. savings, shares, ISA, premium bonds.
- Income and expenditure, e.g. budgeting, income and spending.
- Opportunities to get value for money e.g. using comparison websites, negotiate contracts, compare online costs against the high street, own brand versus known brand.
- Good and bad debt and how to manage this, e.g. consolidate debt.
- Financial support and advice, e.g. finance organisations, independent financial advisers, banks, building societies, charitable agencies, Citizens Advice, debt management, individual voluntary arrangement (IVA).
- Risks and rewards, e.g. assessing risk, positive and negative consequences of risk taking and managing risk, risks of borrowing money.
- Ways of borrowing money, e.g. personal loan, store or credit card, overdraft, hire purchase, mortgage, student loan, credit unions, payday lenders.
- Financial impacts on personal health and emotional wellbeing, e.g. anxiety, reducing or increasing debt, coping with stress.
- Financial commitments, e.g. reading T&Cs, understanding financial commitments and obligations, financial timescales.

### Skills

- Decision making, e.g. identifying financial opportunities, acknowledging the importance of being able to make realistic decisions about personal finances.
- Risk management, e.g. recognising the need to ask for help and guidance.
- Mathematical calculations, e.g. calculating differences between income and spend, costs.

## Assessment Criteria

<p><b>Learning aim A: Consider financial products that support health and wellbeing</b></p> <p>Evidence must include information on a range of financial products aimed at supporting financial stability, either chosen personally or as a given scenario.</p>
<p><b>A.P1</b> Describe financial products and services that could help benefit health and wellbeing.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b></p> <p>Learners will select appropriate financial products based on their own financial understanding and describe how they may benefit health and wellbeing.</p>
<p><b>Learning aim B: Outline a financial decision based on needs and ambitions</b></p> <p>Evidence must include information relating to the chosen large financial commitment and outlining the steps in order to achieve this, with some consideration to any risks or issues.</p>
<p><b>B.P2</b> Explore a financial decision showing an understanding of choices.</p>
<p><b>B.P3</b> Identify the associated risks of making a financial commitment.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P2</b></p> <p>Learners will need to consider a substantial financial commitment and understand the process of how to achieve this.</p> <p><b>For P3</b></p> <p>Learners will need to consider the potential risks involved and what plans they could put in place to protect their money.</p>

## 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.

Tutor-led activity to discuss ground rules that need to be adhered to throughout the unit. Learners will be encouraged to share their goals and ambitions with others and it will be important that individual opinions and ideas are respected.

Working in small groups, learners can identify some short-term needs such as clothing, food, transport etc. They could then go on to consider different long-term needs such as owning a car, going to university, taking a gap year, household bills etc.

Learners complete a timeline with short- and long-term goals.

Learners can discuss the importance of making good financial decisions in order to fulfil their plans.

Working in small groups, learners can consider what influences them when they choose to spend their money. They can then share their answers with the larger group.

Tutor-led discussion – do you worry about money? What is the impact of a lack of money on wellbeing and how can this be addressed?

**Suggested time:** about 4 hours.

### **Activities: What will it cost and how can I afford it?**

Learners find out the meaning of various financial terms such as credit, debit, debt, APR. This may be done individually or as small groups. On completing the work, learners can then share their findings with the rest of the group.

A visit or different speakers could be invited to share information about financial terms. This may include a financial adviser, bank or building society employee, debt charity representative etc. These representatives could also explain their role and how they can support clients in making financial decisions.

If appropriate, learners could go through the process of setting up a bank account.

Learners could compare information from finance agencies, e.g. banks, building societies and loan companies.

Learners look at possible costings for their goals, estimating costs and timelines needed to achieve these.

Tutor-led activity around credit and credit scores, considering how these are calculated.

Learners could be given a list of factors used in determining credit scores and discuss.

**Suggested time:** about 5 hours.

**Activities: What financial products might I be able to access?**

Tutor-led discussion and activity with given resources about the different types of financial product available. This will take time as learners need to understand what each product can offer them and when best to choose them.

To help understand the different products available, tutors may provide case studies that give learners the opportunity to identify suitable financial products. They could go on to explain why they have chosen the product and the advantages and disadvantages.

Working in pairs, learners find out about different financial products to identify the best deal to use to buy different expensive items. Learners can then report back to the group explaining their choice. Comparison charts may then be created.

Learners could participate in role play working in an advice bureau. Examples may include repossession of an item on hire purchase, non-payment of rent. Learners would need time before the role play to research the advice they would give.

Learners review the outcomes and draw conclusions.

**Suggested time:** about 6 hours.

**Activity: Investments – how can I save up?**

The tutor may lead a session on different types of savings and investments and their advantages and disadvantages. Risk assessment may also be discussed.

Learners could be given short mathematical calculations to work on in pairs, considering over time how investments can potentially increase financial stability.

External speakers may also be encouraged to share information on different types of investment product. Or some desk-based research could be carried out with given short tasks.

Tutor-devised case studies could help learners decide the most appropriate investment products to meet the needs and ambitions described in the scenario.

Learners could design flow charts showing what happens to two families, one with insurance/investments and one without. Scenarios may include flood damage in the home, cancellation of a holiday due to sudden illness, car accident.

**Suggested time:** about 5 hours.

**Activities: Borrowing money and understanding the risks**

The group could invite former learners to talk about their experiences of planning for the future and what they learned from the experience.

Learners could discuss as a group how local and national decisions can impact on their financial plans. This might include increasing the cost of student loans, decrease in interest on savings accounts, increase in rent, unexpected home repairs.

Learners could spend time discussing the importance of making sound financial decisions and the impact of not having to worry on their mental health and emotional wellbeing.

Tutors may provide case studies showing how different people have chosen to pay for the same goods. Learners could work out the best deal.

Learners discuss the meaning of debt – what is it, can it be managed and where support be accessed.

Learners could work out simple calculations, comparing interest rates and overall costs of borrowing money and present findings to the wider group.

Case studies may be provided about people who have debts. Learners could consider what they could do to prevent debt getting out of control.

What is 'contingency'? Tutor-led discussion on how to plan for the unexpected and make sure that options are considered.

**Suggested time:** about 4 hours.

**Activities: Preparing for assessment**

Learners begin to collate their own short-term and long-term needs and ambitions, perhaps using a timelines as a base.

If learners are not familiar with SMART goals then it may be necessary to have a tutor-led session on this with time to practise.

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 1-2 hours.

**Activity: Post assessment**

It is important that learners are given the opportunity to reflect on their experiences of this unit. They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## Suggested assessment activity

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

### Suggested task(s)

Your task is to choose a situation or respond to a given scenario that requires a significant financial investment, e.g. buying a house, car, setting up your own business.

You will need to consider:

- the financial products available to you
- short- and long-term financial impacts and commitments
- including the risks and issues involved.

You will need to present your work in an appropriate format.



# Unit 10: Using External Opportunities for Learning

Level: **1**

Guided learning hours: **30**

Total Unit Time: **31**

---

## Unit in brief

The aim of this unit is for learners to take advantage of learning opportunities outside of the class/training room.

## Unit introduction

External learning opportunities are those that are set outside of your everyday learning environment, i.e. the classroom, training room or workshop. These experiences may involve visits, work or volunteering. This unit will help you recognise the benefits for your personal growth and wellbeing.

In this unit, you will participate in a range of external experiences involving visits and invited guest speakers. You will gather information from these experiences and compile a record of your findings. You will then consider the benefits for personal growth and of engaging in such activities and produce a summary.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Prepare for an external learning opportunity	<ul style="list-style-type: none"> <li>Information produced in preparation for visits and visitors.</li> <li>A review for the learning experience.</li> </ul>
<b>B</b> Participate in external learning experiences	

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"><li>• How external experiences can support personal growth and wellbeing</li><li>• Types of visit</li><li>• Guest speakers</li><li>• Prepare for a visit/guest speaker</li><li>• Appropriate behaviour when on visits</li><li>• Review external experiences</li></ul>	<ul style="list-style-type: none"><li>• Organisation</li><li>• Personal social</li><li>• Managing information</li></ul>

## Unit content

### Approach (how the learner should approach this unit)

- Respond positively to learning opportunities.
- Use active listening and questioning.
- Relate external experiences to other areas of learning.

### Knowledge

- How external experiences can support personal growth and wellbeing e.g. gathering factual information, social benefits, career options, listening to expert advice.
- Types of visit, e.g. places of interest, museums, work experience, local employers, outdoor activities.
- Guest speakers, e.g. careers advisers, health visitors, local employers, charity workers, activity leaders.
- Prepare for a visit/guest speaker, e.g. resources, checklists of information required, questions to ask, time management.
- Appropriate behaviour when on visits and welcoming guest speakers.
- Review external experiences, e.g. how they can relate external learning to other areas.
- Maintaining safety for self and others when on external visits.

### Skills

- Organisation, e.g. personal planning and preparation.
- Personal social, e.g. showing empathy, respect for others.
- Managing information, e.g. information handling, taking and using information gained from experiences.

## Assessment Criteria

<p><b>Learning aim A: Prepare for an external learning opportunity</b></p> <p>Evidence must include information produced in preparation for visits and visitors, which may include checklists, background information, visit arrangements, prepared questions, any other resources required.</p>
<p><b>A.P1</b> Produce a plan for an external learning experience.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b></p> <p>Learners will produce information in preparation for an external learning experience. This could include a list of questions, background information and what they wish to gain from the experience.</p>
<p><b>Learning aim B: Participate in external learning experiences</b></p> <p>Evidence must include a review of the learning experience.</p>
<p><b>B.P2</b> Participate in external learning experiences.</p>
<p><b>B.P3</b> Outline how you have benefited learning from external experiences.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P2</b></p> <p>Learners will participate in at least two experiences, one that involves a guest speaker and one that is external.</p> <p><b>For P3</b></p> <p>Learners will consider the benefits gained from the experiences and how they will apply these in other learning opportunities.</p>

## 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, terminology, expected personal learning outcomes and assessment choices.

**Suggested time:** about 1 hour.

### Activities: Identifying external learning opportunities (visitors)

Tutor-led discussion – what does external learning mean? What do others know that we don't, and how can we learn from their experiences and lives? How can visits help support our personal growth and wellbeing?

The group compiles a list of people they would like to meet and considers the types of question they could ask. How would this people benefit our understanding? What could we learn from them and how would that affect our personal wellbeing?

This could be expanded on by providing a broader list of historical figures. Group activity – case studies of interesting people from history – in pairs, learners look at a different, given brief case study and give a presentation about their historical person to the wider group about who they were and what we might be able to learn from them. Examples could include – Van Gogh, Sun Tzu, Jane Austen, Henry 8<sup>th</sup>, Martin Luther King, Marie Curie, Sir Edmund Hillary, David Livingstone, Isaac Newton, Winston Churchill, Gandhi, Nelson Mandela, Andy Warhol, Edward Jenner, Tim Berners Lee, Emily Pankhurst. Mary Quant, Shakespeare, Florence Nightingale, Alan Turing.

Tutor-led discussion – do people have to be famous for us to learn from them? What might other people in our own community know that might help us?

Pair activity – look at lists of other types of people we could learn from in our own community and choose a selection to interact with. For example, the list could contain artists, scientists, nurses, doctors, tutors, actors, business people, police, army, politician, vets, animal handlers, students or tutors on a course learners might wish to progress to, community volunteers, people of other faiths, people with life stories, people experiencing discrimination, people overcoming fears.

**Suggested time:** about 6 hours.

### Activities: Identifying external learning opportunities (visits)

In pairs learners list 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. Consider the experiences and how they made you feel, did you learn anything from them?

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 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.

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

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.

**Suggested time:** about 6 hours.

**Activities: Planning and preparing for visits and visitors**

Tutor-led discussion on the possible benefits of and issues with engaging with visits and visitors.

Tutor-led discussions on preparing for visits. Learners could compile checklists depending on the type of visit to be undertaken. These could include how to gather information, when and where to meet, types of question to ask.

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

Tutor-led discussions on preparing to welcome visitors. Learners could compile checklists on how to invite speakers, arrangements for welcoming them, hospitality required, equipment needed, questions to ask.

**Suggested time:** about 3 hours.

**Activities: Developing appropriate behaviours**

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 demonstrating respect for others.

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 to 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.

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

Learners could compile responses thanking speakers for their time and using this as an opportunity to gain further information.

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

**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**

It is important that learners are given the opportunity to reflect on their experiences of this unit. They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## **Suggested assessment activity**

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

### **Suggested task(s)**

Your task is to participate in two external learning experiences. One involving a visit and one involving a guest speaker. You will prepare for each by deciding on the information you need and how you will gather this, e.g. by asking questions, collecting leaflets or taking photographs. You will then need to compile the information you have gathered into a suitable format of your choice.

Your second task is to outline how you have benefited from external experiences and consider how this might relate to other learning opportunities.

You will need to present this in an appropriate format.





# Unit 11: Supporting an Outdoor Learning Activity

Level: **1**

Guided learning hours: **30**

Total Unit Time: **32**

---

## Unit in brief

The aim of this unit is for learners to experience the benefits of outdoor learning. Learners will then assist in delivering an outdoor learning activity.

## Unit introduction

Outdoor learning is learning outside the classroom in non-formal settings. Research suggests that it may help achieve a sense of wellbeing, encouraging social interaction, problem solving and wider life skills. Engaging in outdoor activities requires a respect for the environment and careful planning.

In this unit, you will experience outdoor learning activities and consider their impact on personal health and wellbeing. You will adopt a role and take on responsibilities in assisting a leader in running a group activity. You will review your personal learning, contributions and effectiveness and share this with others.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Identify the benefits of outdoor learning	<ul style="list-style-type: none"> <li>An individual summary of the benefits of outdoor learning.</li> </ul>
<b>B</b> Assist in an outdoor learning activity	<ul style="list-style-type: none"> <li>Information on the role and responsibilities in assisting in an outdoor activity.</li> </ul>

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"><li>• Benefits of outdoor learning on health and wellbeing</li><li>• Importance of outdoor learning</li><li>• Skills needed to assist in outdoor learning activity</li><li>• Planning to assist an outdoor activity</li><li>• Essential outdoor learning behaviour</li><li>• Personal safety and safety of others</li><li>• Use of specialist equipment</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• Teamwork</li><li>• Reflection</li></ul>

## Unit content

### Approach (how the learner should approach this unit)

Learners will need to:

- Check understanding of the given task.
- Assist an outdoor learning activity safely.
- Develop awareness of participants, responses and engagement.

### Knowledge

- Benefits of outdoor learning activities, e.g. emotional, physical, social.
- Importance of outdoor learning, e.g. understand and respect nature, participants learn through active listening, taking part and movement.
- Skills needed to assist an outdoor learning activity, e.g. pay attention, keep participants safe and knowledgeable, help convey the purpose of the activity, understand the importance of following instructions.
- Planning to assist an outdoor learning activity, e.g. expected participants, time management, health and safety guidelines.
- Essential outdoor learning behaviour, e.g. not littering, following guidelines.
- Importance of personal safety and the safety of others, e.g. keeping participants safe while performing the activity.
- Specialist equipment appropriate for the activity.
- Health and safety required for the activity.

### Skills

- Communication, e.g. giving instructions, providing feedback.
- Teamwork, e.g. working with others, with assisting team building activities.
- Reflection, e.g. what went well and what could be improved.

## Assessment Criteria

<p><b>Learning aim A: Identify the benefits of outdoor learning</b></p> <p>Evidence must include an individual summary of the benefits for health and wellbeing when participating in outdoor activities.</p>
<p><b>A.P1</b> Outline health and wellbeing benefits of outdoor learning.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For A.P1</b></p> <p>Learners will produce an individual summary that shows awareness of the benefits of outdoor learning for health and wellbeing for themselves and others.</p>
<p><b>Learning aim B: Assist in an outdoor learning activity</b></p> <p>Evidence must include information on the role and responsibility the learner has been asked to take on within the activity and a record of learner performance in an appropriate format, e.g. an observation record, photographic, audio, video, witness statement.</p>
<p><b>B.P2</b> Contribute to the running of an outdoor activity.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For B.P2</b></p> <p>Learners will carry out their given duties and the evidence provided will show how they have prepared for the task as well as evidence that the task that has been undertaken.</p>

## 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: Researching outdoor learning opportunities

In pairs learners make a list of outdoor learning activities that they have taken part in 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 in the school grounds; building a campfire; camping or a residential visit to a coastal area to observe animals; a nature walk; sports; beachcombing; orienteering; map reading.

Group discussion on the benefits of some of these activities and possible issues when planning an activity for others.

Tutor-led activity. When you know what opportunities exist locally for an outdoor learning experience, put learners into small groups and ask them to research the activities. It could be a project to 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 or any of the list above plus activities of your choice.

Tutor-led activity – the importance of protecting the environment and how we can do small things to protect it. Ask learners, with support, to research some of the following: recycling; global warming; sustainability; conservation; woodland animals; littering; common plants and trees in the local area, common insects. Learners feed back responses to the group.

Learners can get to know the local area using maps, including online maps and look at key places that could be visited. They can explore what places have potential for learning outdoors. They can consider places of historical, social and natural features and the safest way to reach the venues, including the best places to cross roads or the transport to take. Learners should think about the location of toilets, shops and other things to do, or to shelter if the weather becomes unsuitable.

Tutor-led discussion – looking at videos from the internet of identified venues, including 'virtual' visits of places of interest.

In pairs ask learners to explore the concept of 'wild art and artists associated with it'. This can involve looking at patterns, colours and shapes in nature. Learners could present their findings through sculptures, paintings or photographs.

In small groups ask learners to list what steps need to go into the outdoor learning activity that has been identified. What things do we need to think about? Once fed back to 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 come up with list: planning the journey, forms of transport timings, location; time management, length of travel, length of visit; coordinating with others; communicating with others involved to make arrangements; budgeting for the visit – journey, food, entrance fees; emergency contacts shared; preparing questions; taking the right resources and equipment.

**Suggested time:** about 6 hours.

**Activities: guest speakers**

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

Consider historical societies, museums and social organisations.

Once you know what guest speakers you have visiting, ask learners to compile a series of relevant questions.

**Suggested time:** about 3 hours.

**Activities: experiencing outdoor activities**

The group could visit local areas of interest 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 or to investigate wildlife or environmental issues.

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, fact finding or teamwork?

In small groups they learners 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.

On location, give each learner a blindfold and ask them to put it on and sit silently for one minute. Ask them to identify what they can hear. Hand learners a range of natural items, e.g. leaves, flowers, bark, and ask them to feel and smell them and describe them to others.

Then split learners into pairs and blindfold one from each pair. Ask their partner to lead them to a tree very carefully, guiding them using words and a hand on the shoulder or arm. The blindfolded learner will engage with the tree to identify textures, smells, sounds, features etc. The partner will then lead them away, spin them three times in a circle slowly and take off the blindfold. The learner who was blindfolded then needs to see if they can re-find the same tree.

Additional outdoor activities in the woods including: scavenger hunt; shelter building; sensory scavenger hunt (which is where learners find something hard, rough, soft, smooth, squishy).

In pairs identify a short activity from some of the activities they have done with the tutor that they would like to practise and then run with the larger group.

**Suggested time:** about 4 hours.

**Activities: Developing awareness of appropriate behaviour**

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

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? Can it be dangerous not to? Discussion with tutor making a list from learners' suggestions.

Tutor-led discussion – come up with a checklist of how to behave when on outdoor learning and when a visitor comes into speak. Learners can be divided up into small groups to come up with a list of positive 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.

**Suggested time:** about 5 hours.

**Activities: Personal safety**

In small groups and then as a whole group, create a 'hazard checklist' of potential dangers at the outdoor learning 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.

Learners consider a list of materials that might be needed, which could be a range of hand tools like a crowbar a garden hoe, trowel, broom, shovel, rake, fire lighting equipment, protective clothing for the weather, wheelbarrows.

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 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.

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

What is a 'risk assessment'? Tutor gives examples and learners discuss a range of risk assessment factors.

**Suggested time:** about 5 hours.

**Activities: 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**

It is important that learners are given the opportunity to reflect on their experiences of this unit.

They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## Suggested assessment activity

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

### **Suggested task(s):**

Your task is to produce an outline of the benefits of outdoor learning for personal health and wellbeing. You will then assist in an outdoor activity.

For the outdoor activity you will need to consider:

- your role and responsibilities within the given activity
- the preparation you need to carry out your role
- the equipment requirements for your role in the activity
- the health and safety requirements for your role in the activity
- the learning objectives of the activity.

You will need to provide evidence in an appropriate format of your contribution to the activity. This should include the preparation you undertook ahead of the activity and evidence of you contributing to the activity.



# Unit 12: Produce a Personal Progression Plan

Level: **1**

Guided learning hours: **30**

Total Unit Time: **33**

---

## Unit in brief

The aim of this unit is for learners to make a realistic personal progression plan based on their abilities, interests, attributes, achievements and career aspirations.

## Unit introduction

This unit will help you to understand why it is important for us all to consider our lifelong progression through learning and work, and how a progression plan can help maintain our personal growth and wellbeing.

In this unit, you will be supported in identifying your abilities, skills, interests and attributes and in clarifying ideas to be able to make choices about what you might like to do in the future. You will need to take guidance from others and review available options to appreciate the impact that your choices will have on your personal progression. You will develop knowledge and understanding of how you can shape your future by compiling a clear plan of what you would like to do and highlighting the necessary tasks you will have to complete to achieve this.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Produce a personal progression plan	<ul style="list-style-type: none"> <li>• A personal plan identifying short- and mid-term goals indicating the tasks required to achieve these.</li> <li>• A discussion record on the plan and feedback received.</li> </ul>
<b>B</b> Communicate your personal plan with others	

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"><li>• Opportunities available for progression</li><li>• Setting realistic and achievable goals</li><li>• Steps required to achieve goal</li><li>• How progression choices are influenced by others</li><li>• When to seek opinions of others</li></ul>	<ul style="list-style-type: none"><li>• Self-reflection</li><li>• Planning for self-improvement</li><li>• Communication</li></ul>

## Unit content

### Approach (how the learner should approach this unit)

- Make initial decisions and plans for future learning and career opportunities.
- Identify steps required to achieve progression goals.
- Consider obstacles in achieving goals.
- Respond to constructive feedback.

### Knowledge

- Opportunities available for progression, e.g. further learning, apprenticeships, volunteering, work.
- Entry requirements for progression, e.g. qualifications, experience, licence to practise.
- Setting realistic and achievable goals, e.g. completion of course, completion of work experience, submission of application letter, attending an interview.
- Steps required to meet their goals, e.g. information needed, processes, resources.
- Advice from others, e.g. tutor, career's adviser, friends, family.
- Impact of progression decisions on self and others (where appropriate).
- Attitudes and behaviours required to achieve a successful plan.

### Skills

- Self-reflection, e.g. considering own strengths and areas of improvement, past experiences, attitudes and behaviours.
- Planning for self-improvement, e.g. identifying realistic goals, timescales, overcoming potential barriers, other restrictions.
- Communication, e.g. articulating own learning experiences, describing accomplishments, outlining areas of improvement, justifying choices, answering questions, acting on feedback.

## Assessment Criteria

<p><b>Learning aim A: Produce a personal progression plan</b></p> <p>Evidence must include a review of strengths and weaknesses to create a progression plan that includes associated tasks.</p>
<p><b>A.P1</b> Carry out a review of strengths and weaknesses.</p>
<p><b>A.P2</b> Compile a short and mid-term progression plan.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b></p> <p>Learners will identify personal strengths and areas of improvement.</p> <p><b>For P2</b></p> <p>Learners will show the steps required to achieve their short- and mid-term goals.</p>
<p><b>Learning aim B: Communicate your personal plan with others</b></p> <p>Evidence must include a discussion record reflecting on the feedback with actions for improvements.</p>
<p><b>B.P3</b> Respond to feedback on your plan.</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P3</b></p> <p>Learners will consider how to present their plan to others. The plan must be clear, concise and realistic. It must be presented to others and then reviewed based on feedback given.</p>

## 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

#### What is a progression plan and why would we need one?

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

Tutor-led activity to discuss ground rules that need to be adhered to throughout the unit. Learners will be encouraged to share their goals and ambitions with others and it will be important that individual opinions and ideas are respected.

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

Tutor-led whole-group activity on aspirations – compiling a collective list of where we would like to be in 1, 2 and 3 years' time, considering personal relationships, jobs and careers or engagement in learning and training.

Leaner activity-for the next three years create a basic timeline in pairs.

Tutor-led activity – what does a progression plan look like and how should it be filled in?

Tutor-led discussion on the idea of career and the influences on us when choosing careers or jobs.

Tutors could discuss the importance of the role played by factors such as a positive self-image and attitude, adaptability and the ability to cope with change.

**Suggested time:** about 8 hours.

### Activities: Compiling a skills audit

Leaner activity – what are my skills and strengths? What are my weaknesses?

Tutor-led discussion on how to identify these and look at a range of ways to find these out.

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

Tutor-led discussion on why an analysis of your strengths and weaknesses can help inform future learning and career choices.

Learners return to timelines and adapt if required.

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

Making career choices can be difficult, so using opportunities to talk about fears and frustrations could help relieve some of the pressure that can be felt.

Pair/group discussions – learners could consider the importance of personal skills and qualities that enable career progression. For example, motivation, determination, flexibility, empathy, respect for the beliefs or opinions of others and the desire/ability to learn new skills.

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

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

Learners could reflect on their own work-related learning experiences, if appropriate, to recognise the skills and experiences this has given them and how this will help future career chances. Learners who are preparing for work experience could set personal objectives for their work experience.

**Suggested time:** about 9 hours.

### **Activities: Future work opportunities**

In small groups learners could look at examples of CVs, covering letters and college and job applications that have been completed incorrectly and point out errors or areas needing improvement. Learners could discuss the importance of accurate and neat presentation, including relevant informational and the effect on a successful outcome to the job/college application.

Guest speakers such as personnel from potential progression courses at the centre and other centres, careers specialists and local volunteer coordinators could be invited to talk about opportunities available in learning and work. Employers offering apprenticeships and other recruiters could also talk about their work opportunities. Learners could be directed to the numerous websites that refer to relevant opportunities.

Learners could engage in role play as interviewer and interviewee

In small groups discuss influences on career choices. For example: individual interests; attitudes and abilities; work-related learning experiences; job market and employment trends; careers information; advice received from careers guidance specialists and teachers; opinions of relatives and friends; the media.

In pairs discuss whether they wish to progress to work or another course

Questions: clarification about suitability of career choices, e.g. educational qualifications, opportunities for progression, other career options.

Learners could be shown some good and not so good examples of progression plans and discuss how they might provide feedback to each author in a constructive way.

**Suggested time:** about 6 hours.

### **Activities: Communicating plans with others**

Tutor-led discussion – why is constructive feedback important and how can it help us to improve?

Learner activity – how would I amend a plan if I had constructive feedback?

Learners could be invited to pair up and discuss what they propose to put in their plans. Tutors should remind learners of the importance of correct spelling, grammar and punctuation and to proofread their work before submitting it. *Individual learning plan:* plan, e.g. review goals, identify needs, indicate GCSE choices, grades needed, other qualifications, e.g. Diploma, BTEC, progression routes post-16, plans for transition beyond the 14-19 phase.

**Suggested time:** about 4 hours

### **Activities: Preparing for assessment**

Tutor-led recap – reminder activity 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.

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

Examples of formats, e.g. timelines, flow charts, reports, presentations with discussions on their benefits.

Questions answered.

**Suggested time:** about 2 hours.

### **Activity: Post assessment**

It is important that learners are given the opportunity to reflect on their experiences of this unit. They should consider what went well and not so well, reflect on the knowledge and skills they have developed and consider how these may be used in the future.

**Suggested time:** about 1 hour.

## Suggested assessment activity

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

### Suggested task(s)

Your first assessment task is to produce a progression plan with short- and mid-term goals.

You will need to consider:

- your interests, ambitions and aspirations
- strengths and areas for improvement
- progression choices available to you, e.g. further study, employment, work-related learning
- setting tasks to achieve your goal
- how to capture this information, e.g. a flow chart, a table or presentation.

You will then be asked to share your personal progression plan with others, gain feedback and review and adapt your plan.





# 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	Improving Physical Health and Wellbeing
Healthy eating	HE		
Drugs, alcohol and tobacco	DAT		
Health and prevention	HP		
Changing adolescent body	CAB		
Basic first aid	BFA		
Mental wellbeing	MW	Unit 2	Exploring Emotional Wellbeing
Internet safety and harms	ISH		
Families	F	Unit 3	Understanding the Role of Relationships in Social Health and Wellbeing
Respectful relationships, including friendships	RR		
Online and media	OM		
Intimate sexual relationships including sexual health	ISR	Unit 4	Understanding Sexual Health and Wellbeing
Being safe	BS		

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

	Unit Title	Ref	
2	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	Understanding the role of relationships in 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	Undertsanding 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

<b>Qualification</b>	
<b>Unit or Component number and title</b>	
<b>Learning aim(s)</b>	
<b>Assignment title</b>	
<b>Assessor</b>	
<b>Hand out date</b>	
<b>Hand in deadline</b>	

<b>Scenario or Context</b>	
----------------------------	--

<b>Task 1</b>	
<b>Checklist of evidence required</b>	
<b>Criteria covered by this task:</b>	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
<b>Task 2</b>	



<b>Checklist of evidence required</b>	
<b>Criteria covered by this task:</b>	
<b>Unit/Criteria reference</b>	<b>To achieve the criteria you must show that you are able to:</b>

<b>Sources of information to support you with this Assignment</b>	
<b>Other assessment materials attached to this Assignment Brief</b>	<i>e.g. work sheets, risk assessments, case study</i>

# Pearson BTEC Level 1 in Personal Growth and Wellbeing

## Like what you see?

- Explore free course materials and training events
- Get in touch by contacting us with any questions you may have
- Explore our Personal Growth and Wellbeing offer

All this and more at: [quals.pearson.com/BTEC\\_PGW](https://quals.pearson.com/BTEC_PGW)



@TeachBTEC



TeachingSkills@pearson.com

For more information about Edexcel and BTEC qualifications  
visit [qualifications.pearson.com](https://qualifications.pearson.com)

BTEC is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121

Cover image © muratart/Shutterstock



**Pearson**  
**BTEC**

[www.pearsonschools.co.uk](https://www.pearsonschools.co.uk)  
[myorders@pearson.com](mailto:myorders@pearson.com)

ISBN 978-1-4469-6772-0



9 781446 967720 >