

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

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

Specification

BTEC specialist qualification

First teaching May 2013

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Purpose of this specification

The purpose of a specification, as defined by Ofqual, is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding the learner needs to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 What are Pearson Specialist qualifications?

Pearson Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full time or part time courses in schools or colleges. Training centres and employers may also offer these qualifications.

There are three sizes of Pearson specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson Level 2 Award in Personal and Social Development (QCF)
QCF Qualification Number (QN)	600/8867/9
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/05/2013
Age range that the qualification is approved for	14-16 16-18 18+ 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the <i>Edexcel Access and Recruitment Policy</i> (see <i>Section 10, Access and Recruitment</i>)

Qualification title	Pearson Level 2 Certificate in Personal and Social Development (QCF)
QCF Qualification Number (QN)	600/8866/7
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/05/2013
Age range that the qualification is approved for	14-16 16-18 18+ 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	130
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel <i>Access and Recruitment Policy</i> (see <i>Section 10, Access and Recruitment</i>)

QCF qualification title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualifications

The Pearson Level 2 Award and Pearson Level 2 Certificate in Personal and Social Development (QCF) are for learners who would like to progress into employment.

The qualifications give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised, Level 2 vocationally related qualification
- progress to employment in a particular vocational sector
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

These qualifications are a direct replacement for the Edexcel Level 2 Award and Edexcel Level 2 Certificate in Personal and Social Development, which have now expired. Information about how the new and old units relate to each other is given in *Annexe A*.

Progression opportunities through Edexcel qualifications

Learners who achieve the Pearson Level 2 Award and Pearson Level 2 Certificate in Personal and Social development (QCF) can progress to Level 3 BTEC qualifications.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements 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 qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structures

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

Learners need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification	6
Minimum number of credits required from Group 1	4
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2. Learners may achieve a maximum of 2 credits from Group 2.	

Group 1

Unit	Unit Reference Number	Optional units	Level	Credit	Guided learning hours
1	J/504/9154	Understanding Personal Identity	2	1	10
2	L/504/9155	Exploring the Impact of Diversity in our Communities	2	1	10
3	R/504/9156	The Role of the Individual in a Democratic Society	2	1	10
4	J/504/9168	Government and Justice in the UK	2	1	10
5	Y/504/9157	Diversity in the Workplace	2	2	20
6	M/503/2879	Investigating Rights and Responsibilities at Work	2	1	10
7	D/504/9158	Healthy Lifestyles	2	1	10
8	H/504/9159	Managing Risk in Relation to Personal Safety, Health and Wellbeing	2	1	10
9	Y/504/9160	Personal and Social Relationships	2	1	10
10	H/503/2863	Searching for a Job	2	1	10
11	K/503/2864	Applying for a Job	2	1	10

Unit	Unit Reference Number	Optional units	Level	Credit	Guided learning hours
12	J/503/2869	Career Progression	2	2	20
13	D/504/9161	Exploring Career Choices	2	1	10
14	H/504/9162	Self-development for Your Learning and Career	2	2	20
15	K/504/9163	Skills for Employment	2	1	10
16	M/504/9164	Opportunities in Learning and Work	2	1	10
17	T/504/9165	Understanding Careers and Employment through Experiences of Work	2	1	10
18	D/503/2876	Learning from More Experienced People	2	2	20
19	F/503/2871	Practising Leadership Skills with Others	2	2	20
20	A/504/9166	How and Why Businesses Operate	2	1	10
21	F/504/9167	Economic and Business Understanding	2	1	10
22	D/503/5504	Saving and Spending	2	1	10
23	D/600/9298	Borrowing Money and Managing Risk	2	1	10
24	R/503/2888	Planning an Enterprise Activity	2	1	10
25	Y/503/2889	Running an Enterprise Activity	2	1	10

Group 2

Learners may achieve a maximum of 2 credits from the Group 2 units listed below.

Details of the Level 1 Personal and Social Development specification can be found at www.edexcel.com.

*Units are part of the updated Workskills qualification (2011). Full details of these units can be found in the Workskills specification at www.edexcel.com.

Unit	Unit Reference Number	Optional units	Level	Credit	Guided learning hours
1	J/502/0463	Working Towards Goals	1	2	20
2	L/502/0464	Dealing with Problems in Daily Life	1	2	20
3	R/502/0465	Working as Part of a Group	1	2	20
4	K/502/0469	Developing Self	1	2	20
5	D/502/0470	Managing Social Relationships	1	2	20
6	K/502/0472	Individual Rights and Responsibilities	1	1	10
7	M/502/0473	Community Action	1	2	20
8	F/502/0476	Healthy Living	1	2	20
9	J/502/0477	Preparation for Work	1	2	20
10	R/502/0479	Managing Own Money	1	2	20
11	M/600/3134	Understanding Personal Identity	1	1	10
12	T/600/3135	Healthy Lifestyles	1	1	10
13	F/600/3137	Managing Personal Risk	1	1	10
14	L/600/3139	Personal and Social Relationships	1	1	10
15	F/600/3140	Exploring the Impact of Diversity in Our Communities	1	1	10
16	F/503/2837	Career Progression*	1	2	20
17	R/600/3143	Financial Capability	1	1	10
18	Y/600/3144	Managing Financial and Career Risk	1	1	10
19	H/600/3146	Economic and Business Understanding	1	1	10
20	R/600/3157	The Role of the Individual in a Democratic Society	1	1	10

Unit	Unit Reference Number	Optional units	Level	Credit	Guided learning hours
21	J/600/3141	Government and Justice in the UK	1	1	10
22	Y/600/3161	Rights and Responsibilities of a Citizen in a Democracy	1	1	10
23	K/600/3164	The Changing Nature of Society in the United Kingdom	1	1	10
24	M/600/3165	The Role of the United Kingdom in Worldwide Organisations	1	1	10
25	A/600/3167	Skills for Employment	1	1	10
26	F/600/3168	Making Informed Career and Progression Choices	1	2	20
27	A/600/3170	Opportunities in Learning and Work	1	1	10
28	F/600/3171	Understanding Careers and Employment through Experiences of Work	1	1	10
29	Y/503/2844	Learning from More Experienced People*	1	2	20
30	J/600/3172	How and Why Businesses Operate	1	1	10
31	L/600/3173	Working Practices and Environments	1	1	10
32	R/600/3174	Self-development for Your Career	1	1	10
33	Y/600/3175	Exploring Career Choices	1	1	10
34	D/600/3176	Career Management	1	1	10
35	R/503/2857	Planning an Enterprise Activity*	1	1	10
36	Y/503/2858	Running an Enterprise Activity*	1	1	10
37	M/501/5869	Developing Personal Skills for Leadership	1	2	20
38	T/501/5808	Practising Leadership Skills With Others	1	2	20
39	Y/601/3169	Sustainable Buildings	1	1	10
40	L/601/3170	Purchasing and Waste Management	1	1	10

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

Learners need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits required to achieve the qualification	13
Minimum number of credits required from Group 1	7
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2. Learners may achieve a maximum of 6 credits from Group 2.	

Group 1

Unit	Unit Reference Number	Optional units	Level	Credit	Guided learning hours
1	J/504/9154	Understanding Personal Identity	2	1	10
2	L/504/9155	Exploring the Impact of Diversity in our Communities	2	1	10
3	R/504/9156	The Role of the Individual in a Democratic Society	2	1	10
4	J/504/9168	Government and Justice in the UK	2	1	10
5	Y/504/9157	Diversity in the Workplace	2	2	20
6	M/503/2879	Investigating Rights and Responsibilities at Work	2	1	10
7	D/504/9158	Healthy Lifestyles	2	1	10
8	H/504/9159	Managing Risk in Relation to Personal Safety, Health and Wellbeing	2	1	10
9	Y/504/9160	Personal and Social Relationships	2	1	10
10	H/503/2863	Searching for a Job	2	1	10
11	K/503/2864	Applying for a Job	2	1	10
12	J/503/2869	Career Progression	2	2	20
13	D/504/9161	Exploring Career Choices	2	1	10
14	H/504/9162	Self-development for Your Learning and Career	2	2	20
15	K/504/9163	Skills for Employment	2	1	10
16	M/504/9164	Opportunities in Learning and Work	2	1	10

Unit	Unit Reference Number	Optional units	Level	Credit	Guided learning hours
17	T/504/9165	Understanding Careers and Employment through Experiences of Work	2	1	10
18	D/503/2876	Learning from More Experienced People	2	2	20
19	F/503/2871	Practising Leadership Skills with Others	2	2	20
20	A/504/9166	How and Why Businesses Operate	2	1	10
21	F/504/9167	Economic and Business Understanding	2	1	10
22	D/503/5504	Saving and Spending	2	1	10
23	D/600/9298	Borrowing Money and Managing Risk	2	1	10
24	R/503/2888	Planning an Enterprise Activity	2	1	10
25	Y/503/2889	Running an Enterprise Activity	2	1	10
26	L/504/9169	Project in Sustainability	2	3	30

Group 2

Learners may achieve a maximum of 6 credits from the Group 2 units listed below.

Details of the Level 1 Personal and Social Development units can be found at www.edexcel.com.

*Units are part of the updated Workskills qualification (2011). Full details of these units can be found in the Workskills specification at www.edexcel.com.

Unit	Unit Reference Number	Optional units	Level	Credit	Guided learning hours
1	J/502/0463	Working Towards Goals	1	2	20
2	L/502/0464	Dealing with Problems in Daily Life	1	2	20
3	R/502/0465	Working as Part of a Group	1	2	20
4	K/502/0469	Developing Self	1	2	20
5	D/502/0470	Managing Social Relationships	1	2	20
6	K/502/0472	Individual Rights and Responsibilities	1	1	10
7	M/502/0473	Community Action	1	2	20
8	F/502/0476	Healthy Living	1	2	20
9	J/502/0477	Preparation for Work	1	2	20
10	R/502/0479	Managing Own Money	1	2	20
11	M/600/3134	Understanding Personal Identity	1	1	10
12	T/600/3135	Healthy Lifestyles	1	1	10
13	F/600/3137	Managing Personal Risk	1	1	10
14	L/600/3139	Personal and Social Relationships	1	1	10
15	F/600/3140	Exploring the Impact of Diversity in Our Communities	1	1	10
16	F/503/2837	Career Progression*	1	2	20
17	R/600/3143	Financial Capability	1	1	10
18	Y/600/3144	Managing Financial and Career Risk	1	1	10
19	H/600/3146	Economic and Business Understanding	1	1	10
20	R/600/3157	The Role of the Individual in a Democratic Society	1	1	10

Unit	Unit Reference Number	Optional units	Level	Credit	Guided learning hours
21	J/600/3141	Government and Justice in the UK	1	1	10
22	Y/600/3161	Rights and Responsibilities of a Citizen in a Democracy	1	1	10
23	K/600/3164	The Changing Nature of Society in the United Kingdom	1	1	10
24	M/600/3165	The Role of the United Kingdom in Worldwide Organisations	1	1	10
25	A/600/3167	Skills for Employment	1	1	10
26	F/600/3168	Making Informed Career and Progression Choices	1	2	20
27	A/600/3170	Opportunities in Learning and Work	1	1	10
28	F/600/3171	Understanding Careers and Employment through Experiences of Work	1	1	10
29	Y/503/2844	Learning from More Experienced People*	1	2	20
30	J/600/3172	How and Why Businesses Operate	1	1	10
31	L/600/3173	Working Practices and Environments	1	1	10
32	R/600/3174	Self-development for Your Career	1	1	10
33	Y/600/3175	Exploring Career Choices	1	1	10
34	D/600/3176	Career Management	1	1	10
35	R/503/2857	Planning an Enterprise Activity*	1	1	10
36	Y/503/2858	Running an Enterprise Activity*	1	1	10
37	M/501/5869	Developing Personal Skills for Leadership	1	2	20
38	T/501/5808	Practising Leadership Skills With Others	1	2	20
39	Y/601/3169	Sustainable Buildings	1	1	10
40	L/601/3170	Purchasing and Waste Management	1	1	10
41	R/601/3168	Project in Sustainability	1	3	30

5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13, Further information and useful publications*.

6 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is available on the Edexcel website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

7 Centre recognition and approval centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application can be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Edexcel will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Edexcel qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Edexcel quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

10 Access and recruitment

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

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

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11, Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's *Equality Policy* requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be 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 from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

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

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following sub-sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1:

Understanding Personal Identity

Unit reference number: **J/504/9154**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to encourage learners to value themselves, and to appreciate the range of factors, which affect personal identity. The unit looks at how the media portrays body image and health issues and how this affects young people.

Unit introduction

Understanding the range of factors, both personal and social, that contribute to a positive sense of personal identity is essential for developing confidence and self-esteem. People who value themselves feel more confident about their roles and responsibilities in life and are better able to make the most of their abilities.

Self-confidence is important for personal wellbeing and also helps in preparing for employment. Confident learners are more successful with their studies, have better job-seeking skills and eventually become more valuable employees. There are well-established links between personal identity, self-esteem and making a positive contribution to society. In this unit learners will explore the range of influences, including the media, on having a positive sense of self and a positive outlook on life.

Learners will the explore of the nature of personal identity and incorporate knowledge of their personalities and personal qualities into a better understanding of self and self-esteem.

Learners will examine the factors that can affect self-perception, in particular how the media portrays young people, body image and health issues, and the impact this can have on self-esteem and confidence.

Finally, learners will reflect on the importance of making a positive contribution to society and how having a positive sense of self and a positive outlook enables them to do this.

Learners will be encouraged to make connections between this unit and other related units to maximise their knowledge and understanding.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know about factors that influence personal identity	<p>1.1 Define personal identity</p> <p>1.2 Describe the factors that influence own personal identity</p> <p>1.3 Describe how these factors affect personal confidence</p>	<p><i>Personal identity:</i> aspects e.g. individual interests, behavioural patterns, emotional responses, social roles and distinguishing characteristics, particular traits, personal qualities and attributes, recognisable features including physical appearance, nature</p> <p><i>Influencing:</i> factors, e.g. lifestyle, family, friendships and relationships, the media, experiences (both positive and negative), age, gender, religion, culture, ability (or disability), attitudes and values, different roles and responsibilities in life, e.g. parent, student, son, daughter</p> <p>Personal confidence: e.g. being outgoing or withdrawn, gregarious or shy, having a sense of humour, being cynical, inspiring, charismatic</p>
2 Understand how the media portrays young people	<p>2.1 Discuss different ways the media portrays young people, body image and health issues</p> <p>2.2 Explain the impact these images have on self-esteem</p>	<p><i>Different portrayal in the media:</i> images, e.g. clothes and fashion accessories, height, weight, hair (colour, type, style), skin type and colour; personalities, e.g. 'hoodies', thugs, frivolous, promiscuous, environmentally conscious, eco-warriors, binge drinkers, teenage pregnancy, drug use, knife crime, gang membership</p> <p><i>Impact on self-esteem:</i> different impacts, e.g. damaging as not like them, jealousy, weight complex, eating disorders, desire to fit in, wanting to be unique, unhappy with body image, struggling to achieve independence and autonomy, positive effects of being part of the 'youth culture', negative effects of taking on the burden of an ageing population</p>

Learning outcomes	Assessment criteria	Unit amplification
<p>3 Be able to link personal identity to making a positive contribution to society</p>	<p>3.1 Make links between personal identity and making a positive contribution to society</p> <p>3.2 Plan positive contributions to society</p>	<p><i>Links:</i> importance of valuing and respecting self and others, e.g. being a confident and responsible citizen, having something to offer, developing relationships with others, different ways of contributing in society, a sense of belonging within a community and wider society</p> <p><i>Positive contributions:</i> roles and responsibilities, e.g. belonging to different groups, e.g. action groups, community groups, leadership, mentoring, being environmentally and socially responsible, volunteering time and effort</p>

Information for tutors

Delivery

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

Learning outcome 1 explores the factors that influence personal identity. Learners could take on the role of investigative journalists and interview each other on aspects of personal identity and the factors that affect it. Specific, prepared questions could be used which would highlight the links between personal identity, self-concept and personal confidence. Questions could also focus on appearance, individual interests and personal qualities. Learners could compare their own perceptions of themselves with how they are perceived by others and create personality fact files outlining aspects of their personal identity, as seen by them and by others.

Learning outcome 2 focuses on the impact of the media and how young people are portrayed in the media. This could be explored through a range of media material (online, newspaper articles, YouTube footage etc). To analyse some of the different ways in which young people are portrayed in the media. Groups of learners could investigate specific issues, for example appearance, binge drinking or gang membership.

Learners could interview members of their family or people in different organisations within the local community to research different perceptions of how young people are portrayed in the media, for example youth leaders, senior citizens or tutors. The results could be summarised and collated using graphs, charts and short reports which could be presented and discussed as a whole class. Learners could then use the information to consider the impact on personal identity and self-esteem, with key points presented on posters, PowerPoint or similar.

Learning outcome 3 requires learners to make the link between personal identity and making a positive contribution to society. Learners could examine the lives of famous personalities or sports icons who have made positive contributions to society. They could analyse the links between aspects of personal identity and the specific factors that have enabled that person to make a positive contribution. A motivational speaker may be willing to come in and speak to learners about using their personal qualities and attributes to contribute positively in society.

Learners could also use the information from their personality fact files and extend this to cover how they could personally make a positive contribution to society.

Assessment

Assessment criteria 1.1 and 1.2 require learners to define personal identity and the factors that influence their own personal identity. This should include defining characteristics like appearance, personality traits and individuals interests; influencing factors should include lifestyle, family, friendships and the media.

Assessment criterion 1.3 requires learners to explain how these factors affect personal confidence and this should include positive and negative effects. This could be evidenced from interviews and discussion, with learners creating personality fact files about themselves.

For 2.1, learners need to discuss a variety of ways in which young people are portrayed in the media. This should include positive and negative examples, such as being environmentally aware, 'hoodies' or binge drinkers. Assessment criterion

2.2 requires learners to explain how these images influence self-esteem, and again this should include positive and negative examples, such as the possible negative impact on body image or the positive effects of being part of the 'young generation'. This could be evidenced from interviews, investigations and online research and presented as reports, charts or PowerPoints.

Assessment criterion 3.1 requires learners to make links between personal identity and making a positive contribution to society. This should include having the personal qualities and confidence to take on different roles and responsibilities, for example belonging to a group, volunteering or taking on a leadership role. This could be linked with 1.3, with learners extending their personality fact files to include links between their personal qualities and being able to make a positive contribution. Assessment criterion 3.2 could be evidenced from an action plan which clearly outlines how individual learners could make a positive contribution to society.

All the assessment criteria for this unit could be met through one assignment which focuses on personal identity, the factors that influence it and how aspects of personal identity can be successfully harnessed to make a positive contribution to society.

Learners could create a portfolio which contains evidence from their investigations into personal identity and, the influence of the media and an action plan for making a positive contribution in society.

Suggested resource

Websites

www.bbc.co.uk/relationships/improving_your_confidence	BBC
wwwchalkface.com	Chalkface Project for secondary education
www.childline.org.uk	ChildLine
www.education.gov.uk/	Department for Education
www.teenlineonline.org	Teen line

Unit 2:

Exploring the Impact of Diversity in our Community

Unit reference number: **L/504/9155**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to encourage learners to identify diversity in a local community and consider their attitudes towards this.

Unit introduction

The ability to appreciate individual similarities and differences is an important skill in making and maintaining personal and social relationships. Learning to acknowledge and value diversity is an important part of understanding discrimination. Being able to empathise with others helps learners to accommodate differences in their lives and accept their responsibility to challenge prejudice wherever it is encountered.

As young people are developing their attitudes towards others in society, it is important that they consider individual differences and are encouraged to celebrate diversity, within the education environment, the local community and the world of employment. The concepts involved in understanding diversity and discrimination are fundamental to individuals being able to make a positive contribution in society.

In this unit learners will explore diversity in local communities.

They will be encouraged to consider their attitudes towards diversity, how these attitudes can influence their behaviour and the importance of respecting individual differences.

The unit examines the nature of discrimination and the importance of challenging prejudice wherever it is encountered.

Finally, learners will reflect on their attitudes and behaviours towards diversity.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know the diverse nature of a local community	1.1 Describe a diverse community 1.2 Select examples of diversity in own local community	<i>Diverse community:</i> similarities and differences between groups and individuals, e.g. race, gender, age, culture, religion, sexual orientation or disability, different beliefs and values, different priorities in life, the importance of individuality
2 Understand how attitudes about diversity can influence behaviour	2.1 Discuss different attitudes towards diversity 2.2 Explain how attitudes about diversity can influence behaviour	<i>Local community:</i> types, e.g. home town or city, region or area, exploring the population within the learners own environment or specified area <i>Attitudes towards diversity:</i> influences, e.g. thoughts and feelings around different beliefs and values, the nature of variety, being different, e.g. religion, race, gender, age, culture, sexual orientation, disability
3 Know how to recognise and challenge discrimination	3.1 Define discrimination 3.2 Describe ways to challenge discrimination	<i>Attitudes influencing behaviour:</i> ways, e.g. exploring the connections between personal attitudes and values towards diversity, importance of tolerance, being inclusive, e.g. approach to friendship groups, schools, families and wider society, e.g. membership in organisations <i>Discrimination:</i> definition, e.g. the nature of prejudice; examples of discrimination, e.g. homophobia, racial discrimination, ageism, sexism, lack of provision for people with disabilities, bullying
		<i>Challenging discrimination:</i> ways, e.g. identify and label discriminatory behaviour, acknowledge inappropriate attitudes and behaviour relating to discrimination, strategies to target inappropriate attitudes and behaviour, e.g. anti-bullying policies, inclusion policies, the importance of tolerance, appreciation of difference

Learning outcomes	Assessment criteria	Unit amplification
4 Understand own attitudes and behaviours towards diversity	4.1 Evaluate own attitudes and behaviours towards diversity	<p><i>Attitudes:</i> definition, e.g. consider and explore ideas, examine individual outlook on life, thoughts and feelings about differences between individuals and groups, opinions</p> <p><i>Behaviours:</i> evaluate actions, ways to act e.g. open communication, tolerance towards inclusion, understanding and appreciating difference, celebrating individuality, learning from each other, showing empathy</p>

Information for tutors

Delivery

A sensitive approach is needed to deliver this unit successfully as learners will be expected to examine their attitudes and beliefs towards diversity and discrimination. Tutors should support learners who may have difficulty in discussing potentially sensitive information, and should also be prepared to challenge discriminatory comments or attitudes if they arise. Learners need to understand the importance of appreciating individual differences and of adopting a tolerant approach, and be reassured that confidentiality will always be respected.

This unit lends itself to the use of a variety of creative approaches to investigating the nature of diversity. Learning outcome 1 could be delivered through an investigation into diversity within the local community. Learners could carry out online research into the local community and produce graphs or charts to identify different populations within the community, for example the percentage of people over the age of 65 or the variety of ethnic groups.

Small groups of learners may be able to visit different groups or organisations within the local community and conduct and record interviews with group leaders about the nature of diversity, for example a disabled living foundation or Age UK. Representatives from different groups may be willing to visit and speak to learners about their experiences of diversity.

This could be extended into learning outcome 2, where learners need to understand how attitudes about diversity can influence behaviour. Learners could use information from their research in the local community and write short reports on how attitudes about diversity can influence behaviour. Alternatively, learners could use case studies to explore a variety of attitudes and values and how these can influence behaviour. For example, attitudes towards different ethnic groups or behaviour towards the elderly.

For learning outcome 3, learners could discuss different situations involving discrimination, for example racial discrimination, homophobia or prejudice around disability. This could be developed by examining policies around discrimination, for example the centre's anti-bullying policy.

Learners could work in groups to write key action points for anti-discrimination policies. Role-play situations could be used for learners to challenge discrimination and prejudice, for example homophobia or racial discrimination. Role play could be visually recorded and played back for evaluation and review within the group.

For learning outcome 4, a debating forum could be used for learners to reflect on their attitudes and behaviour towards diversity, with different teams preparing speeches or presentations about different aspects of diversity and the importance of inclusion. For example, 'all children with special educational needs should be educated in mainstream schools' or 'all new immigrants to this country should learn to speak English'. Learners could then present their ideas and give examples of their own attitudes and behaviour towards diversity.

Assessment

For assessment criterion 1.1, learners need to describe a diverse community and this should include factors like religion, culture, race, gender, age, sexual orientation and disability. Assessment criterion 1.2 requires learners to select examples of diversity in their own local community and this could be summarised from information gathered by visiting local groups and organisations or from research conducted online. Evidence could be presented as a spreadsheet, chart, graph or short written report.

For 2.1, learners need to discuss different attitudes towards diversity. This should include positive and negative attitudes, for example positive attitudes towards diversity and negative attitudes towards different racial groups. Assessment criterion 2.2 requires specific examples of how these attitudes can influence behaviour and learners could evidence this in journalist-style reports from their research and investigations in the local community.

Assessment criterion 3.1 requires learners to define discrimination, for example homophobia, ageism, sexism or bullying, and this could be evidenced through group work and individual reports. For 3.2, learners need to describe ways of challenging discrimination, including identifying and labelling discriminatory behaviour and acknowledging inappropriate attitudes. This could be evidenced through analysing of role-play situations, with learners actively involved in their own assessment and producing action plans for challenging discrimination.

Assessment criteria 4.1 focuses on learners' attitudes and behaviour towards diversity. This could be evidenced from group discussions and summarised in a written reflective account which reviews learner attitudes and behaviours towards specific aspects of diversity, for example their attitude towards multi-faith schools, or their behaviour towards a group member with a disability.

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

Individual research could be used to assess the links between diversity, attitudes and behaviour, with learners presenting reports for assessment.

Suggested resources

Websites

www.edchange.org/multicultural

Multicultural Pavillion

www.eop.com

Equal Opportunities Publications

Unit 3:

The Role of the Individual in a Democratic Society

Unit reference number: **R/504/9156**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to encourage learners to explore democracy and other political systems. Developing the ability to consider a range of information sources in order to make an informed choice is an important part of the decision-making process. This unit aims to develop learners' knowledge and understanding of these key areas.

Unit introduction

To understand and evaluate the extent to which a parliamentary democracy upholds the rights and freedoms of individuals, it is necessary to consider how both democratic and non-democratic power and authority operate.

The media plays an important role in disseminating information and can reflect, distort and create opinion. It is important to consider how the media is used by politicians to influence public opinion and by other groups to persuade those in power.

Confidently participating in making decisions and voting to influence public life are how individuals can take responsibility as citizens and make a positive contribution to society.

In this unit learners will explore the concept of democracy and consider other political systems. They will also investigate the role of the media in a democracy.

Learners will have the opportunity to examine the values which underpin democracy.

Finally, learners will participate in a democratic decision-making process, giving them the opportunity to apply knowledge gained and practise and evaluate the skills required for active involvement in a democratic process.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know about democracy	<p>1.1 Describe a democracy</p> <p>1.2 Compare democracy with other political systems</p> <p>1.3 Identify the role of the media in a democracy</p>	<p><i>Democracy</i>: purpose, e.g. political system in governments, run by the people, rule by the majority, based on the will of the people, free elections, regular elections, secret ballots, universal suffrage, individual rights respected, no censorship, everyone kept informed, direct participation by individuals encouraged</p> <p><i>Non-democratic political systems</i>: types, e.g. totalitarian states, dictatorships, communist regimes</p> <p><i>Role of the media</i>: types, e.g. social media, internet, free press, freedom of speech, keep the public informed, limited control over what is printed/published, self-regulated, voluntary code of practice influential; self-censorship, e.g. of dangerous information about terrorism, of names to protect identities, where people's lives are in danger; media can educate, e.g. raise awareness of political issues, open debate; media can have a positive, e.g. championing causes, raise awareness, change course of events; media can manipulate, e.g. include opinions, unfounded theories, withholding information, over-emphasise information; partiality, e.g. different newspapers support political parties, internet information unregulated, television programmes with social/political agenda</p>
2 Understand values which underpin democracy	<p>2.1 Explain values which are underpinned by democracy</p>	<p><i>Values</i>: types, e.g. freedom of speech, individual voters are equal, individual right to hold and express opinions, right to protest, respect for different view or opinions, freedom of choice, fairness, majority rule, balancing right of individual with rights of group or society as a whole</p>

Learning outcomes	Assessment criteria	Unit amplification
3 Be able to participate in a democratic decision making process	<p>3.1 Demonstrate personal involvement in a democratic decision-making process</p> <p>3.2 Assess skills used in a democratic decision-making process</p>	<p><i>Decision-making opportunities:</i> formal opportunities, e.g. class, school, college councils, informal opportunities, e.g. choosing a charity to support, selecting a venue for an outing, setting ground rules</p> <p><i>Participation in democratic decision-making process:</i> ways to participate, e.g. informal discussions, formal meetings, debates, justify arguments, negotiate, persuade, influence, represent the views of others (advocate), surveys of opinions, noticeboards, leaflets, voting with show of hands, secret ballot, email poll, decision made by sub-group</p> <p><i>Skills:</i> verbal and non-verbal skills, e.g. effectiveness of communicating an argument, persuading, challenging, negotiating, justifying, representing the views of others</p>

Information for tutors

Delivery

Discussion and debate are useful ways to introduce the concepts and values underpinning democracy. However, learner-centred tasks such as group work, research and learner-led presentations will help learners to relate the content of the unit to situations which are relevant and meaningful to them, and help them to apply their citizenship skills when participating in decision-making activities.

To introduce learning outcome 1, learners could work in small groups to research and compare the political systems of different countries using books and the internet. The systems researched need to include those in totalitarian states, dictatorships and communist regimes, as well as democratic systems. Learners could be given a series of questions to help them focus their research, for example 'How is the leader appointed?' 'How is voting organised?', 'Is there universal suffrage?', 'Is there freedom of speech?' Learners can feed back their findings to the group and produce a factsheet about the different regimes for other learners. Tutor-led discussion could follow to establish the features of a democracy and the differences between democratic and other political systems.

The role of the media in a democracy can be introduced using an activity where learners compare how current political news items are reported by different television news stations and/or newspapers. Learners could work in pairs to record the accuracy of the information, the language and images used and the intended audience. Tutor-led discussion will help learners to appreciate how the media informs the public, can have a positive influence, manipulate opinion and demonstrate partiality. Learners could consider the need for limited control in certain circumstances over what is published by discussing 'What if?' scenarios, for example to protect privacy, to monitor terrorism threats.

The values which underpin a democracy, learning outcome 2, could be explored through a thought shower activity. Learners could work in pairs to consider what Voltaire meant by 'I disagree with what you say, but I'll defend to the death your right to say it'. Learners could use the internet to find three quotes by famous people about democracy and democratic values. Learners could present the quotes to the group on PowerPoint slides and explain the values represented and how they uphold democracy.

Learners could work in pairs to investigate different issues relating to democratic rights in the UK and the world by exploring the websites of Liberty (www.liberty-human-rights.org.uk/) and Amnesty International (www.amnesty.org.uk). Learners could present their findings on a poster to display in the classroom.

Tutors may approach learning outcome 3 in various ways. The active involvement of learners in a decision-making process may be achieved through a whole centre activity, involvement in the school council or a decision-making situation within the group.

Learners will need tutor guidance in deciding on their choice for active participation to ensure that it is manageable and achievable. Tutors will need to support learners in applying a democratic process to agree their choice.

A tutor-led discussion could help learners to agree possible activities to ensure all members have opportunity for active involvement.

Learners could design a logbook to record their agreed plans, individual roles and timelines, personal involvement and skills used during participation in the task.

Skills will include communication, persuading, negotiating and challenging others.

The tutor will need to monitor group progress during the task.

Assessment

For assessment criterion 1.1, learners need to give clear information about what constitutes a democracy illustrating at least two different features. Examples may be given to support the description.

For 1.2, learners need to compare the features of a democracy with at least two other different political systems. Evidence may be presented in a chart supported with a brief account of the similarities and differences of the systems. Alternative forms of evidence could also be used.

For 1.3, learners need to provide evidence which gives an account of at least two different ways in which the media operates in a democracy. Examples may be given to support the explanation, for example extracts from newspaper articles and transcripts from news reports

Assessment criterion 2.1 requires learners to consider at least two values which are underpinned by democracy. Details about why and how the values are important to a democracy need to be included.

For 3.1, learners need to give a brief account of the democratic decision-making process they are participating in.

Assessment criterion 3.2 requires learners to provide evidence of their personal involvement in activities with in the decision-making process. Evidence may be presented in a logbook and supported by minutes of meetings, leaflets/notices produced by the learner and witness statements from the tutor about their involvement in discussions.

Suggested resources

Textbook

Wales J and Harrison L – *Citizenship Today: Student's Book* (Collins Educational, 2009) ISBN 139780007324392

Websites

www.amnesty.org.uk	Amnesty International
www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml	BBC
www.channel4learning.com/sites/citizenpower/index2.htm	Channel 4
www.1cor.com/cases	Details of human rights cases in the UK
www.equalityhumanrights.com	Information on equality and human rights
www.un.org/Overview/rights.html	United Nations

Unit 4:

Government and Justice in the UK

Unit reference number: **J/504/9168**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to develop learners' knowledge of how government and justice systems function and their impact on civil and criminal offences.

Unit introduction

In order to appreciate how individuals can take an effective role in public life it is essential to understand how the political and justice systems function. Recognising the need for justice in a democratic society requires balancing the rights of individuals with the needs of all members of society. Integral to this is the need to consider fairness, tolerance and respect.

In this unit, learners will investigate how government operates in the UK to support democracy and the role of the government in managing the economy.

They will also examine the process of law making.

Finally, learners will explore the institutions within the justice system and consider how the justice system deals with civil and criminal offences.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know about government systems in the UK	1.1 Describe the operation of parliamentary democracy within the UK	<i>Operation of parliamentary democracy in the UK:</i> aspects, e.g. constitutional monarchy, representative democracy, universal suffrage, members of parliament and local government representatives, one MP for every constituency; process, e.g. general election every five years, House of Commons, parliamentary party system, majority MPs form government, prime minister, cabinet members, backbenchers, opposition party, shadow cabinet, House of Lords, regional government, e.g. devolved regional assemblies, Scottish Parliament, Welsh Assembly, Northern Irish Assembly, local government, e.g. police, roads, environmental health, education, sports facilities
	1.2 Outline how decisions are made about using public money	<i>Collection and allocation of public money:</i> public sector money raised through tax, e.g. income tax, corporation tax, capital gains tax, council tax, inheritance tax, Value Added Tax, National Insurance, TV licence, road tax; taxation pays for public services, e.g. education, health, social services, benefits, state pension, defence; parliament debates priorities in public spending and taxation levels
2 Understand how laws are made	2.1 Explain a law-making process	<i>Law making:</i> laws in the UK must be accountable; debated and voted for by parliament; stages in the process, e.g. laws proposed as bills, discussed by cabinet, presented to MPs to read, bill debated in House of Commons, referred to committee of MPs for debate, final vote on bill in House of Commons, bill goes through same stages in House of Lords, monarch gives approval, becomes Act of Parliament

Learning outcomes		Assessment criteria	Unit amplification
3	Know how the justice system operates	<p>3.1 Describe the role of institutions within the justice system</p> <p>3.2 Outline how the justice system operates in civil and criminal cases</p>	<p><i>Institutions in the justice system:</i> types, e.g. police, Crown Prosecution Service, magistrates' court, youth court, the Crown Court, lawyers, prisons, National Probation Service, youth justice system, Victim Support</p> <p><i>How justice is applied:</i> processes, e.g. criminal law, e.g. crime reported to police, arrest and charge, bail, remand, summons to appear in court, magistrates' court, serious cases to the Crown Court, prosecutor versus defendant, decision made by magistrate or judge and jury, guilty or not guilty, sentencing, fine, imprisonment, community sentence, probation, Antisocial Behaviour Order (ASBO), the Court of Appeal, House of Lords, civil law, e.g. dispute over property rights, contracts, trespass, family issues, claimant versus defendant, county court or the High Court, decision by judge, defendant liable or not liable, damages awarded or injunction</p>

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of delivery methods including presentations, seminars, visits and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, presentations and group work.

To introduce the unit the tutor could pose the question 'Who rules the UK?' to stimulate discussion and assess learner knowledge and understanding. Learners could work in small groups using books and the internet to research how national, regional and local government operate. The groups could present their findings to the whole group using a PowerPoint presentation supported by a factsheet for other learners.

The group could review a set of newspapers for one day to choose an issue that seems important to discuss. The group could reach a consensus and email their views to the local MP. To understand devolution of power to regional assemblies, learners could prepare and participate in a debate: 'This house considers devolution has benefited all members of the UK.'

A mock parliamentary debate, with roles for members of different parliamentary parties, would help learners to understand the procedures of parliament. What actually happened in the debate could be revealed by showing pages from Hansard.

To appreciate the difficult decisions made by those in power when setting priorities and raising and spending public money, for example balancing funding of education, health and welfare for all, learners could work in groups to act as HM Treasury officials and plan how they would raise money and allocate funds to pay for the NHS, education, defence and social welfare. Groups could present their ideas to the whole class. Tutor-led discussion would raise issues of fairness in relation to balancing funding for education and health.

Learning outcome 2 could be introduced through a discussion about why new legislation might be needed. Learners could work in pairs to devise a new piece of legislation. Learners then research the process of how the piece of legislation reaches the statute book using books and the internet. Learners could present their findings as a timeline.

To introduce learning outcome 3, tutors could use multiple-choice questions to assess learners' knowledge of the role of institutions in the justice system. Learners could swap papers and work in pairs to research the correct answers. A visit could be arranged to a magistrates' court or the Crown court for learners to observe justice in action. In preparation for the visit, the responsibilities of personnel in the courtroom could be presented as a display in the classroom.

Learners could work in groups of three to act as magistrates making decisions about sentencing in different criminal and civil cases. The 'magistrates' would have to agree and justify their decisions to the rest of the group.

Assessment

For assessment criterion 1.1, learners must include information about how elections are carried out and the role of political parties and refer to national, regional and local government. Evidence may be PowerPoint slides with notes.

For assessment criterion 1.2, learners should outline how government makes decisions about collecting and allocating public money. Learners must refer to at

least two different forms of taxation, and at least two different public services requiring funding and the process of decision making. Evidence may be in the form of a brief written account.

For 2.1, learners need to explain the complete process of how a law is made, from the beginning through to it appearing on the statute book. The example provided may be real or fictitious and evidence may be presented as an annotated timeline.

For assessment criterion 3.1, learners must describe the functions of at least two different institutions within the justice system and the personnel involved.

For assessment criterion 3.2, learners must select a criminal case and a civil case and outline how the justice system was applied.

In both cases, evidence of the whole process needs to be included, from the initial incident through to the court's final decision. Learners may present evidence as annotated flow charts.

Suggested resources

Textbook

Wales J and Harrison L – *Citizenship Today: Student's Book* (Collins Educational, 2009) ISBN 139780007324392

Websites

www.channel4learning.com/sites/citizenpower/index2.htm	Channel 4
www.citizenshipfoundation.org.uk/main/resource.php?s100	Citizenship Foundation – resources to run a mock trial
www.justice.gov.uk	Ministry of Justice
www.publications.parliament.uk/pa/cm/cmhansrd.htm	Hansard
www.yjb.gov.uk/en-gb	Youth Justice Board

Unit 5:

Diversity in the workplace

Unit reference number: **Y/504/9157**

QCF level: **2**

Credit value: **2**

Guided learning hours: **20**

Unit aim

The aim of this unit is to look at the development of diversity in the workplace. It includes a brief examination of the context for that development, arising out of the transformation of the post-1945 workplace as part of the changing face of our society, and the growth of cultural diversity in the UK. The impact of diversity and its contribution to the workplace is also explored.

Unit introduction

The United Kingdom is a constantly changing society to which groups from all over the world have migrated over the centuries. Since 1945, the contribution of women to the workforce has evolved and the employment rights of people with disabilities have been enshrined in legislation. To better understand how these changes have had an impact on work in the United Kingdom today it is helpful to know about the historical contexts and the rights and freedoms which impact on the workplace as a result. Learners investigate how the rights and freedoms for equality and fairness in the workplace have progressed in the United Kingdom. The benefits gained from these developments are considered.

Learners then go on to explore the impact of diversity in the workplace and its role in creating a fair, productive, working environment.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know about the development of individual rights and freedoms in the workplace	1.1 Outline developments of rights and freedoms since 1945 in the workplace	<p><i>Examples of developments of rights and freedoms:</i> developments supported by legislation, e.g. rights to work, equal opportunities, equal pay, maternity and paternity rights, flexible working hours, minimum wage, health and safety, holiday pay, protection from unfair dismissal, protection from discrimination, victimisation, bullying and harassment.</p>
	1.2 Outline benefits of rights and freedoms in the workplace	<p><i>Benefits:</i> advantages, e.g. the different personal needs, values and beliefs of individuals are recognised, freedom, fairness, feeling valued, dignity, safety, harmony, respect, equality in workplace, democracy and sense of community,</p>
2 Understand the impact of diversity in the workplace	2.1 Explain the impact of diversity for the workplace	<p><i>Impact of diversity for the workplace:</i> positive effects, e.g. integration, inclusion, employment of people from ethnic minorities, disabled people, women and older people, negative effects, e.g. decisions based on political correctness can cause resentments, segregation can occur, tensions and conflicts may arise, inequalities eg underrepresentation in workplace, work in low-paid jobs.</p>

Learning outcomes	Assessment criteria	Unit amplification
3 Understand how diversity can contribute to the community of the workplace	<p>3.1 Assess the implications of diversity for the workplace</p> <p>3.2 Explain how shared values of a multicultural society can encourage community in the workplace</p>	<p><i>Implications of diversity:</i> consequences, e.g. contributes to effective working practices, enables effective teamwork, creativity supported, harmonious work environment that combats prejudice, checks stereotyping, stops bullying and harassment, increased job satisfaction, staff retention, effective management policies and practices needed to ensure consistently fair, flexible and inclusive approach, strengths of individuals recognised, valued and utilised.</p> <p><i>Shared values:</i> range, e.g. tolerance, sensitivity, acceptance, politeness, freedom of speech, respect for the law, respect for all faiths, sense of belonging.</p> <p><i>Community:</i> activities, e.g. building a more tolerant, fair and transparent work environment in which all members share a common sense of belonging and shared goals, valuing and respecting difference, recognition of shared values, respect for diversity, learning from and about each other, employee and employer responsibility to apply and defend human rights, challenge prejudice, discrimination and stereotyping, participate and take responsible action, participation in social activities associated with work.</p>

Information for tutors

Delivery

To deliver this unit successfully, tutors will need to be creative in their approach by giving learners the opportunity to draw on real-life scenarios to enable them to apply this knowledge and understanding to the workplace. The use of presentations, interviews, case studies, role-play scenarios and visiting speakers is recommended. Learners who have experienced a work placement will be able to share and reflect on their experiences with the group.

Discussion and debate give learners opportunities to question and reflect on different ideas, opinions, assumptions, beliefs and values. Researching, planning and undertaking enquiries into issues and problems using a range of information sources and methods encourages learners to interrogate evidence and develop judgements based on evidence. Other delivery methods could include learner-centred tasks such as group work and learner-led presentations. Television programmes or extracts from films can also be a valuable learning tool.

To introduce the unit tutors could stimulate discussion about rights and freedoms with a question and answer session, posing question.

Learners could work in groups to research a current issue about rights and freedoms in the workplace that interests them. Learners should be encouraged to present an argument for the right or freedom and put forward their findings to the group using an electronic presentation. Tutor-led discussion could explore how individuals and groups benefit from rights and freedoms.

For learning outcome 2, learners look at the impact that diversity has on the workplace. Learners could examine case studies of people who may have experienced discrimination in the work place, looking at the possible negative effects of others in the work place. Case studies could represent the different groups suggested in the unit amplification for learning outcome 2. Examples could also look at the positive effects of diversity in the work place. They could include, a woman requesting maternity leave, a request for flexible hours for caring responsibilities or extra resources provided for an individual with visual impairment.

To cover learning outcome 3, a visiting speaker could be invited to discuss the benefits of diversity for their workplace. Learners could prepare questions to ask the speaker about how their organisation encourages a fair and tolerant working environment. Learners could research organisational policies for dealing with complaints about discrimination in the workplace and present their findings to the group.

Assessment

Assessment criteria 1.1 and 1.2 may be combined. For 1.1 the learner needs to give a clear outline of the development of at least two different rights and freedoms that have developed in the workplace since 1945.

To meet assessment criterion 1.2, for each of the rights and freedoms given in 1.1 the learner needs to include concise information about how individuals in the workplace have been helped by the right or freedom.

For assessment criterion 2.1, the learner is required to explain how diversity impacts on the workplace. Learners could use examples that demonstrate both the positive and possible negative results of diversity in the workplace.

This could be evidenced from the examination of case studies of situations involving two different groups.

Assessment criterion 3.1 requires learners to consider the significance of diversity for the workplace. Learners could use an example of an organisation to explore how the organisation and the employees

benefit. This could be evidenced in a summary following discussion with a visiting speaker, or research in work placement.

For assessment criterion 3.2, learners need to select two shared values and explain how each value encourages community in the workplace. For example, how tolerance is encouraged and supported in the workplace by individuals who challenge prejudice.

Suggested resource

Textbook

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Websites

www.britkid.org	Race and racism, interactive activities, lesson plans, downloadable resources
www.channel4learning.com/sites/citizenpower/index2.htm	Channel 4 site
www.cipd.co.uk/hr-resources/factsheets/diversity-workplace-overview.aspx	Chartered Institute of Personal Development
www.adviceguide.org.uk/england/work_e.htm	Citizens Advice Bureau
www.equalityhumanrights.com	Equality and Human Rights Commission.
www.fairuk.org	Forum against Islamophobia and Racism
www.homeoffice.gov.uk/rds/immigration-asylum-stats.html	Home Office
www.naar.org.uk/index.asp	National Assembly against Racism
www.statistics.gov.uk	National Statistics

Unit 6:

Investigating Rights and Responsibilities at Work

Unit reference number: **M/503/2879**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

This unit aims to develop learners' understanding of the importance of rights and responsibilities in the workplace and the responsibilities of employees and employers in upholding them.

Unit introduction

Employees and employers have responsibilities to each other and should also expect their rights to be upheld. These rights and responsibilities relate to areas such as the provision of terms and conditions of employment, privacy of personal information, health and safety, equal opportunities and the right to be paid a minimum wage.

In this unit learners will develop an understanding of what is meant by the terms 'rights' and 'responsibilities' and how they are enforced in the workplace. They will also gain an understanding of some of the responsibilities of both employers and employees. Learners will learn how to find sources of help and advice relating to their rights and responsibilities in the workplace.

Essential resources

Learners need access to appropriate sources of information about rights and responsibilities in the workplace.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand why rights and responsibilities are important in a workplace	1.1 Explain reasons why rights and responsibilities are important in a workplace	<p><i>Types of rights:</i> rights, e.g. human rights, workplace rights, rights of the child, legal rights, informal rights e.g. club membership</p> <p><i>Types of responsibilities:</i> e.g. member of society, workplace responsibilities, family responsibilities</p> <p><i>Reasons why rights and responsibilities are important:</i> safety and wellbeing of staff, visitors and customers in the workplace, complying with the law, complying with standards and morals of our society, provides guidelines for resolving workplace problems or conflict in an appropriate way, establishes order and agreed obligations in a workplace, enables employers to conduct business in a fair and productive way, protection of employees and employers</p>
	1.2 Explain how rights and responsibilities are enforced in a workplace	<p><i>How rights and responsibilities are enforced:</i> use of legislation, codes of conduct; regulatory or advisory bodies/organisations; employer and peer expectations</p>
2 Understand rights and responsibilities of employees and employers	2.1 Outline the responsibilities employers have to employees	<p><i>Employer responsibilities:</i> health and safety, pay and benefits, job recruitment and advertising, terms and conditions at work, contract of employment, appraisal, promotion and training, dismissal, redundancy and retirement, privacy of personal information</p>

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Outline the rights and responsibilities an employee has at work	<i>Employee rights and responsibilities:</i> rights, e.g. to fair pay, to be kept safe, given equality of opportunity; responsibilities, e.g. follow procedures for safety, punctuality, fulfil contracted duties
	2.3 Explain the implications of employee rights and responsibilities in a workplace	<i>Implications:</i> safe work environment; policies and procedures; work culture
	2.4 Describe data protection and confidentiality procedures for the use, storage and exchange of information in a workplace	<i>Data protection and confidentiality:</i> in relation to most recent data protection legislation and guidance
	3 Know how to obtain guidance and information about rights and responsibilities at work	<i>Representative bodies:</i> e.g. Health and Safety Executive (HSE), Citizens Advice Bureau (CAB), Advisory, Conciliation and Arbitration Service (ACAS), Equality and Human Rights Commission, trade unions, staff associations, Criminal Records Bureau (CRB)
	3.1 Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities	
	3.2 Describe the type of advice given by key representative bodies	<i>Type of advice:</i> safety of working environment and practices, financial, legal, benefits, equality and diversity

Information for tutors

Delivery

Although this unit could be delivered through small-group discussions, it is important to use a range of delivery methods. Television programmes or extracts from films can be a valuable learning tool. Similarly, speakers invited to share their experiences can also be a useful source of information.

Learners could consider the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, children's rights, consumer or patient rights, rights and responsibilities set out in legislation and those that are less formal such as those relating to particular groups or settings, for example within a school, society or club. Learners could consider issues such as justice, fairness, equality, citizenship and safety. They could then go on to relate these to the context of the workplace.

Tutors will need to be creative in their approach to this unit which is largely based on knowledge and understanding rather than skills. Active learning, however, can still be achieved, for example through learners going into the workplace to interview employers and employees or through role-play scenarios. Debate and discussion should also be encouraged, particularly when defining the terms and considering rights and responsibilities beyond those enshrined in law.

For each assessment criterion, it is likely that group discussion and shared research will be appropriate. However, learners should record their assessment evidence independently.

Assessment

For 1.1, the learner must explain at least one reason why rights are important in the workplace, and at least one reason why responsibilities are important in the workplace. In addition, the learner's explanations must show a clear understanding of the terms 'rights' and 'responsibilities'.

For 1.2, the learner will need to consider how rights and responsibilities are enforced at work. The learner could be given a case study which requires them to explain how certain aspects of legislation could be enforced. Alternatively, the learner could select two different rights and explain how they are enforced in the workplace.

For 2.1, the learner needs to outline at least four employer responsibilities.

For 2.2, the learner needs to outline two employee rights and two employee responsibilities. Examples can be provided to support the responses to 2.1 and 2.2.

For 2.3, the learner must explain the implications of employee rights and responsibilities. For example, a learner listing an employee's right to one week's notice for every full year worked, could note that this means an employer cannot dismiss a member of the workforce on the spot simply because they are no longer needed.

For 2.4, learners must describe data protection and confidentiality procedures as relevant to a workplace. These will vary according to the type of workplace.

Learners should identify at least three key points regarding data protection and confidentiality in the workplace.

For 3.1, the learner must identify three key representative bodies for employers and employees. For 3.2, they must describe the type of advice given by each of the chosen representative bodies. Trade unions, staff associations and bodies such as the CBI or trade associations can be used as sources of information and guidance. A case study can also be used.

Suggested resources

Websites

www.acas.org.uk	Advisory, Conciliation and Arbitration Service
www.adviceguide.org.uk	Citizens advice bureau.
www.gov.uk	Government services and information
www.equalityhumanrights.com	Equality and Human Rights Commission
www.tuc.org.uk	Trade Union Congress
www.worksmart.org.uk	WorkSMART from the TUC

Unit 7:

Healthy Lifestyles

Unit reference number: **D/504/9158**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to develop learner understanding of emotional and mental health and wellbeing and the factors that can influence this. Learners will also develop their knowledge of how to establish a healthy lifestyle.

Unit introduction

Physical, mental, sexual and emotional health all contribute to a healthy lifestyle. This unit focuses on the importance of being healthy and making healthy choices. Learners need to be able to make informed decisions about their health and behaviour and have access to reliable sources of information. It is also important for learners to consider the short and long-term consequences of choices made in relation to a healthy lifestyle and the potential impact on others.

As young people develop more autonomy they often have more challenging decisions to make about their lifestyle. Learning about the factors that influence a healthy lifestyle enables individuals to be better prepared for their different roles in life.

In this unit learners will explore the factors that can influence emotional health and wellbeing and examine the benefits and risks of health and lifestyle choices. They will examine a range of activities that influence a healthy lifestyle, both positively and negatively.

Finally, learners will explore how to seek out reliable sources of information to help them make informed choices about their health behaviour.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know about the importance of emotional health	1.1 Outline the importance of emotional health and wellbeing	<p><i>Emotional health and wellbeing:</i> behaviours, e.g. resilience, inner strength, feeling secure and confident, sense of wellbeing, self-concept, self-esteem, ability to express and control feelings, be able to show empathy</p> <p><i>Importance:</i> impact on self and others, e.g. self-confidence, ability to make and maintain relationships and friendships</p>
	1.2 Describe causes, symptoms and treatments for emotional disorders	<p><i>Causes and symptoms:</i> emotional disorders, e.g. eating disorders, anxiety, depression, suicide, stress-related conditions, self-harming behaviour</p> <p><i>Treatments:</i> e.g. counselling, therapy</p>
2 Know about the importance of mental health	2.1 Outline the importance of mental health and wellbeing	<p><i>Mental health and wellbeing:</i> definitions, e.g. sanity of mind, ability to think clearly and logically, rational, purposeful, organisation of thought processes, ability to problem solve</p> <p><i>Importance:</i> impact of mental health on self and others, e.g. consequences of mental illness, self-confidence, ability to make and maintain relationships and friendships</p>
	2.2 Describe causes, symptoms and treatments for mental disorders	<p><i>Causes and symptoms:</i> mental disorders, e.g. eating disorders, anxiety, depression, suicide, stress-related conditions, self-harming behaviour</p> <p><i>Treatments:</i> e.g. counselling, therapy, medication</p>

Learning outcomes	Assessment criteria	Unit amplification
3 Understand the benefits and risks of health and lifestyle choices	<p>3.1 Assess activities which contribute positively to a healthy lifestyle</p> <p>3.2 Assess activities that can be damaging to a healthy lifestyle</p>	<p><i>Activities:</i> types, e.g. healthy eating, understanding a balanced diet, Department of Health recommendations on food intake, fruit and vegetables, fewer processed foods; regular exercise, impact of taking moderate exercise such as walking, cycling, dancing, swimming, aerobic exercise and different sports; safe sexual behaviour, importance of using condoms, risks of casual sexual relationships; recreation, sport and leisure activities, importance of activity for both physical and mental health</p> <p><i>Benefits:</i> health, e.g. prevention of heart disease, obesity, diabetes, infectious diseases, addictions; physical and mental wellbeing, preventing stress and mental illness, establishing lifelong health and lifestyle behaviour</p> <p><i>Activities:</i> types, e.g. links between smoking and heart disease, smoking in pregnancy, diet, obesity, diabetes, alcohol and irresponsible behaviour, drugs and addictive lifestyle, sexual behaviour and disease; links between emotional health, eating disorders and self-harming behaviour, links between mental health, depression and suicide</p>
4 Be able to make informed choices in order to lead a healthy lifestyle	<p>4.1 Select relevant information and support for leading a healthy lifestyle</p> <p>4.2 Plan a healthy lifestyle</p>	<p><i>Information and support:</i> local and national, e.g. FRANK, British Pregnancy Advice Bureau, TeenLine, Kids Company, The Place 2BE, Terrence Higgins Trust, www.ruthinking.co.uk, www.knowthescore; weighing up pros and cons, e.g. assessing long-term and short-term consequences, influence from peers, organisations, government campaigns on smoking, drugs, drink-driving, media and the internet</p> <p><i>Planning a healthy lifestyle:</i> importance of physical, mental, sexual and emotional health, health as a positive status of wellness, importance of lifestyle decisions for prevention of illness, responsibility for maintaining health, influence of diet, exercise, smoking, alcohol, drugs, stress, sexual relationships</p>

Information for tutors

Delivery

A sensitive approach is required for this unit to be delivered successfully, as learners will be expected to examine their own lifestyles in addition to those of others. Tutors should support learners who may disclose confidential, sensitive information and should seek out relevant help and support where appropriate. Learners need to appreciate the links between healthy lifestyles and making responsible choices and be reassured that information and support are available to help them.

This unit lends itself to using a variety of creative approaches to investigate and explore information. For learning outcomes 1 and 2, learners could conduct interviews with each other, exploring issues around mental and emotional health and wellbeing, for example what makes them feel good about themselves, what makes them feel confident and boosts their self-esteem, what makes them feel stressed, anxious or depressed. Tutors need to be aware of any potential sensitive issues and deal with them appropriately. Learners could also conduct online investigations into the causes, symptoms and treatments for different emotional and mental health problems, for example eating disorders or depression, and the results could be presented to the whole group in order to share all the information.

For learning outcome 3, different activities that influence healthy lifestyles could be assessed in groups, for example smoking, alcohol, drugs, diet, stress and personal relationships. Learners should be encouraged to explore the positive and negative influences of different factors (the advantages of healthy eating as well as the dangers of obesity) and to consider the long and short-term consequences for individuals and others.

Learners could also use internet and media sources to examine the key elements of a healthy lifestyle. This could be discussed and developed through group projects to create 'Healthy Lifestyle Campaigns' including advertising information, posters, leaflets, slogans and other supportive materials. Groups could present their work and evaluate the effectiveness of each campaign, with discussion on how influential media information can be in supporting healthy lifestyles. A health specialist could be invited to speak to learners about healthy lifestyles, for example a nutritionist, health visitor or personal trainer.

Being able to make informed choices about healthy lifestyles is an important part of this unit and, for learning outcome 4, learners should be given the opportunity to select relevant local and national information. This could be approached as a project, with learners working in pairs or small groups to explore different sources online. The important issue of the reliability and accuracy of information could be delivered through creative group work, perhaps using common myths, 'old wives tales' or team quizzes. Learners could work together to create 'information websites' on healthy lifestyles, with advice and helpful tips for young people to follow relating to informed choices about healthy behaviour. Learners can produce an action plan on how to improve their lifestyles with short and long term goals.

It is important that information is accessible and user friendly and that a variety of sources are included, taking account of individual needs and preferences and for different attitudes and beliefs.

Assessment

To meet the requirements of assessment criteria 1.1, 1.2, 2.1 and 2.2, learners need to outline the importance of emotional and mental health and wellbeing. This should include examples of emotional and mental health problems such as eating disorders, self-harm and depression, and could be evidenced through information leaflets, web pages or similar.

Assessment criteria 3.1 and 3.2 require specific examples of activities that can influence a healthy lifestyle, positively and negatively, for example 'cycling to work' rather than 'taking regular exercise', and 'eating less sugar and salt' rather than 'eating healthily'. Examples given could (but are not required to) include physical, mental, sexual and emotional health, but it is important that a range of different activities is presented, for example the benefits of using condoms or the damaging effects of heroin use.

Assessment criterion 4.1 requires learners to give specific sources of information and support in relation to healthy lifestyles. This could include details of local or national organisations, voluntary and community groups, government campaigns, media information and internet sources. This could be evidenced from small group work, investigating information online and presentations.

For 4.2, learners should plan a healthy lifestyle focusing on the positive aspects of making informed choices i.e. what they should do, rather than what they should not. 'Choose to eat fruit and vegetables every day', 'choose to walk for at least half an hour every day' rather than 'don't do drugs'. It is important that learners present a range of options and that their work covers a variety of choices relating to healthy behaviour, including physical, emotional and sexual health.

The assessment criteria for this unit could be covered by one assignment which involves learners researching, producing and presenting a 'Healthy Lifestyle Campaign', outlining the key elements of a healthy lifestyle (including both emotional and mental health), activities which can influence a healthy lifestyle and relevant sources of information. Learners could work in small groups and present their individual contributions, complete with visual aids where appropriate.

Assessment could consist of tutor and peer group feedback.

Suggested resources

Websites

www.bbc.co.uk/health	BBC
www.nhs.uk/Livewell/healthy-eating/Pages/Healthyeating.aspx	NHS choices
www.nhs.uk/Change4life	National Health Service
www.nhs.uk/smokefree	National Health Service
www.ruthinking.co.uk	Advice for teenagers thinking about sex and relationships
www.studenthealth.co.uk	Student health
www.talktofrank.com	Information about drugs and their impact
www.thesite.org	General information on a range of related issues

Unit 8:

Managing Risk in Relation to Personal Safety, Health and Wellbeing

Unit reference number: **H/504/9159**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

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

Unit introduction

The ability to assess and manage risk when making personal choices is an important skill. It involves accessing and evaluating information and support, using strategies to make decisions and resisting peer pressure.

As learners become more independent, the value of being able to manage risk becomes more significant, both in the education environment and the outside world. This process also involves seeking out and using reliable information, weighing up options and identifying consequences in order to make an informed choice.

The impact of feelings can be significant in the decision-making process and it is important for learners to use strategies to manage their feelings. Being able to assess and manage risk enables learners to minimise harm to themselves and to others.

Developing the ability to resist peer pressure and the influence of others is an important life skill which will enable learners to become more independent and confident in the future.

Learners will consider the factors that can affect decision making concerning risks and sources of support which can help in emergency situations.

Finally, learners will have the opportunity to apply their knowledge and skills to assessing health and safety and ways to reducing risk and harm.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know how to recognise, assess and manage risk relating to personal safety, health and wellbeing	1.1 Describe potential risk to personal safety, health and wellbeing 1.2 Outline guidelines for recognising and managing risks to personal safety, health and wellbeing	<p><i>Risk:</i> hazards, e.g. exposure to potentially dangerous situations relating to personal safety, health, wellbeing and behaviour, e.g. drink-driving, drug use, unprotected sexual behaviour, sexual and other bullying situations, criminal or antisocial behaviour</p> <p><i>Assess and manage risk:</i> techniques, e.g. weigh up consequences, control outcomes, explore possible options and alternatives, take protective action, being defensive, refusal skills, the importance of accurate knowledge for informed decision making; ways of reducing risks, e.g. planning ahead, having phone numbers, avoiding dangerous places, staying together</p>
2 Understand the factors that can affect decision making concerning risks	2.1 Explain factors that can affect decision making concerning risks to personal safety, health and wellbeing	<p><i>Factors:</i> e.g. peer pressure, expectations of teachers, family, employers, feelings and emotions especially anger, embarrassment and disappointment, not enough information or time</p> <p><i>Decision making:</i> range of different decision-making contexts, e.g. risky behaviour (drugs, alcohol, sex, smoking), antisocial behaviour, illegal/criminal behaviour, exploring choices, weighing up options, considering advantages and disadvantages, exploring consequences, the importance of being empowered, decisions about friendships, relationships, social and health and sexual behaviour</p>
	2.2 Discuss where to obtain information and help to overcome risks to personal safety, health and wellbeing	<p><i>Information and help:</i> sources, e.g. local and national sources, voluntary and community organisations, media, internet; help, e.g. Frank, British Pregnancy Advice Bureau, TeenLine, Kids Company, The Place 2BE, RoSPA, Terrence Higgins Trust, NHS Direct, www.ruthinking.co.uk, www.knowthescore.co.uk, www.gov.uk, emergency services fire, police, ambulance</p>

Information for tutors

Delivery

A sensitive approach is needed to deliver this unit successfully as learners will be expected to examine risk taking in a variety of situations. Tutors should support learners who may disclose confidential, sensitive information and should seek out relevant help and support where appropriate.

For learning outcome 1, requires learners need to know how to recognise, assess and manage risk relating to personal safety, health and wellbeing. Initially, this could be approached through video or case study material, with learners actively identifying different 'risky' situations and/or behaviour, for example drink-driving, drug use or criminal behaviour.

Learners could work in groups to discuss how the risks in those situations could be managed effectively, for example weighing up possible options or alternatives and identifying consequences.

This leads into learning outcome 2, which focuses on the factors which affect decision making concerning risk. Learners could develop their ideas from the case study material or use role-play scenarios to explore the influence of factors such as peer pressure and different feelings for example embarrassment or fear.

Learners could discuss how the different situations made them feel and how their actions affected others in the group. Learners could research sources of information to support decision making on the internet, with different groups of learners investigating support organisations for different areas of personal safety, health or wellbeing, for example advice on contraception, drugs or support in case of bullying. Learners could summarise their findings by creating factsheets or information leaflets which could be presented to or shared with the group.

Assessment

For assessment criterion 1.1, learners need to describe potential risks to personal safety, health and wellbeing and this should include different situations, for example involving alcohol and other drug use, sexual activity and potential criminal behaviour.

Assessment criterion 1.2 requires learners to outline guidelines for recognising and managing risks to personal safety, health and wellbeing and this should include the importance of having accurate information in addition to exploring possible options.

For 1.1 and 1.2, evidence could be generated from group discussions on video material with learners creating factsheets to summarise key points. Learners can consider how to reduce risks to personal safety, health and wellbeing. This should include making judgements about their own behaviour as well as making sure that they are well informed.

For assessment criterion 2.1, learners need to explain factors that can affect decision making concerning risks to personal safety, health and wellbeing, including peer pressure and dealing with emotions. This could be evidenced from case study or role-play situations, with learners creating a list of 'dos' and 'don'ts', for example 'don't give in to peer pressure', 'don't allow your feelings of embarrassment to get you into trouble', 'do walk away from situations where you feel under pressure to behave irresponsibly'.

For assessment criterion 2.2, learners need to discuss where to obtain information and help to overcome risks to personal safety, health and wellbeing. Evidence could be summarised from internet research, with learners creating information leaflets or PowerPoint presentations on where to obtain information and help in risky situations. This should include information from a variety of sources including groups and organisations, helplines and emergency organisations. Information could be presented and shared in the group and learners could be involved in peer assessment.

All the assessment criteria for this unit could be met through one assignment focusing on managing risk and keeping safe. Learners could create an information pack which contains guidelines on how to manage risk, where to get help and how to stay safe.

Suggested resources

Websites

www.childline.org.uk	ChildLine support
www.ruthinking.co.uk	Advice for teenagers thinking about sex and relationships
www.sja.org.uk	St John Ambulance
www.talktofrank.com	Information and advice on drugs and their impact

Unit 9:

Personal and Social Relationships

Unit reference number: **Y/504/9160**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to enable learners to consider the importance of relationships in their day-to-day lives. Learners will examine influences on behaviour and the importance of respect and responsibility in developing relationships.

Unit introduction

Personal and social relationships affect everything we do in our lives and 'relationship' skills need to be learned and practised. Understanding relationships is fundamental to wellbeing and learners need to develop the skills associated with forming, maintaining and ending personal and social relationships.

It is important for young people to consider how to exercise responsibility as they deal with the pressures and emotional challenges involved in personal and social relationships. Relationships can involve strong feelings and it is important for young people to learn how to understand and manage their emotions. This is an essential part of emotional health and wellbeing and enables learners to develop not only social skills but also emotional resilience. The ability to build and maintain positive relationships is essential for working together and making a positive contribution in society.

In this unit, learners will examine the nature of relationships and the importance of social skills in developing and maintaining complex personal and social relationships.

They will explore how emotions influence relationships. Learners will be encouraged to examine ways of managing their feelings in different situations.

Finally, learners will examine the importance of respect and responsibility in developing relationships. They will reflect on how positive social relationships enable individuals to make a positive contribution in groups and in society.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know about the importance of social skills in complex relationships	1.1 Describe social skills 1.2 Identify complex relationships	<i>Social skills:</i> different forms of communication, e.g. verbal, non-verbal and active listening, the importance of empathy and how to empathise appropriately, negotiation skills and the ability to compromise where required, the importance of assertiveness and how to be assertive in different situations, collaboration and working together, teamwork, interpersonal skills
2 Understand how emotions influence personal and social relationships	2.1 Explain how a range of different emotions are expressed and managed 2.2 Explain how emotions influence personal and social relationships	<i>Complex relationships:</i> types, e.g. in a group of friends, at work, at school with different teachers; features, e.g. different sets of expectations, different personalities want different things, different responsibilities and roles <i>Emotions:</i> different, e.g. happy, sad, angry, scared, jealous, resentful, frustrated, disappointed, embarrassed; exploring how different feelings are expressed and managed, e.g. verbally, physically, through behaviour; the importance of recognising feelings which are withheld or masked <i>Influence on relationships:</i> effects of emotions, e.g. the importance of being able to distinguish between feelings and behaviour, e.g. it is OK to be angry, but it is not OK to hit people, exploring alternative and acceptable ways to express feelings, the impact of aggression, frustration, embarrassment and disappointment within relationships; developing skills to manage differences within relationships, e.g. passive, assertive, disrespectful, possessive, positive and negative influences

Learning outcomes	Assessment criteria	Unit amplification
3 Be able to show respect and responsibility in personal and social relationships	<p>3.1 Demonstrate respect and responsibility in personal and social relationships</p> <p><i>Respect:</i> meaning, e.g. understanding different viewpoints, acknowledging and accepting different attitudes and values, appreciating different ideas and actions, the importance of showing consideration towards others, understanding the concept of mutual consent</p> <p><i>Responsibility:</i> meaning, e.g. the importance of accountability and taking account of the consequences of your actions on other people, the nature of dependability and the significance of that in any relationship, being trustworthy and reliable, the concept of duty, being conscientious, taking on a role</p>	<p><i>Personal relationships:</i> types, e.g. emotional connection with another significant person, sexual relationships, the importance of gender equality, exploring aspects of behaviour in personal relationships</p> <p><i>Social relationships:</i> types, e.g. friendships, family relationships, group involvement and wider relationships, communication and cooperation, group behaviour and teamwork, school, work, places of worship</p>

Information for tutors

Delivery

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

For learning outcome 1, learners could analyse the different social skills in complex relationships seen in film or video clips, for example complex relationships at work or school, friendships and family relationships. In groups, learners could identify the different skills required and expected in different relationships. These skills could be practised in role-play situations, for example negotiation skills, collaboration and assertiveness. Communication exercises could also be used effectively here.

Learning outcome 2 focuses on how emotions can influence personal and social relationships. This lends itself to using a variety of emotional literacy activities and games, for example Group Games for Dealing with Aggression and Group Games for Emotional Strength and Self Esteem (available from Speechmark Publications). Through some of these practical activities learners could explore a wide variety of emotions, for example jealousy, disappointment, resentfulness, embarrassment, and then discuss and/or role play how these emotions could influence personal and social relationships in different situations, for example breaking up with a girl/boyfriend, being rejected from a team or being made a fool of by a friend.

This leads into learning outcome 3, which explores respect and responsibility in personal and social relationships. Learners could work with case study material (highlighting both positive and negative relationship situations) and outline some of the key points about respect and responsibility, for example showing consideration to a parent, taking leadership as team captain or pressurising a friend into doing something against their wishes.

This could be explored further through a TV style dating show format where learners interview each other on specific issues around respect and responsibility in relationships. A relationship specialist, for example a Relate counsellor, may be willing to visit and participate in this activity or speak to learners about the importance of respect and responsibility in relationships.

Assessment

To meet assessment criterion 1.1, learners should describe social skills, looking at different forms of communication, negotiation skills and how to be assertive in different situations. This could be evidenced from group and role-play scenarios, with key points summarised on posters or in PowerPoint presentations.

To meet assessment criterion 1.2 learners need to identify complex relationships which should include both personal and social relationships, for example friendship groups, relationships at work and school, emotional relationships and different family relationships.

For assessment criterion 2.1, learners need to explain how a range of different emotions are expressed and managed. This should focus on the emotions commonly encountered in relationships, for example jealousy, disappointment, embarrassment and frustration. To meet assessment criterion 2.2, learners need to explain how emotions influence personal and social relationships. This could be

evidenced through practical emotional literacy activities games and group work, with learners writing short reports or magazine articles or 'Big Brother' style diary entries.

This could be extended for assessment criteria 3.1 and 3.2, which require learners to demonstrate respect and responsibility and review how to be respectful and responsible in personal and social relationships. This could be evidenced from their role-play situations, with learners reviewing and analysing video footage in order to highlight points on how to be respectful and responsible in relationships. Learners and tutors could be involved in the assessment process.

The assessment criteria for this unit could all be covered by one assignment focusing on the importance of social skills in relationships. Learners could produce ideas for a website giving advice on relationship skills, managing emotions and how to show respect and responsibility in relationships.

Suggested resources

Textbook

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

Websites

www.childline.org.uk	ChildLine
www.teenlineonline.org	TeenLine

Unit 10: Searching for a Job

Unit reference number: **H/503/2863**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to develop learners' knowledge, understanding and skills to enable them to undertake a search for job vacancies relevant to their skills, interests and achievements.

Unit introduction

In this unit learners will develop an understanding of a wide range of potential sources of information about employment, so that they can find out which types of employment best suit their individual needs. Learners will develop the skills needed to link their own skills, interests and achievements to appropriate job sources and roles. They will also gain experience of communicating with an employer, or the employer's representative, to gain further information about a suitable job vacancy.

Essential resources

Learners need access to sources of information about potential employment (such as magazines, newspapers, the internet, other people, job centres) as well as access to specific information about how to contact employers to request further information about a job vacancy.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand how to use sources of information about jobs	1.1 Explain the roles of different sources of information about jobs 1.2 Select appropriate sources of information about job vacancies for own purposes 1.3 Identify potential job roles from sources of information about jobs	<p><i>Sources of information about jobs:</i> sources that provide a personalised service to job seekers or employers, e.g. employment agencies, job centres; sources that provide basic information about job opportunities, e.g. magazines, newspapers, public noticeboards, journals and other publications; other sources, e.g. word of mouth; different types of employment, e.g. private sector, voluntary sector, public sector, self-employment</p> <p><i>Appropriateness of information sources:</i> the choice of source could limit or widen the type and number of job vacancies searched for, e.g. using the internet versus using a local job noticeboard; some sources of employment are specialised or specific to particular job types, e.g. industry publications, trade journals, specialised recruitment agencies; differences between employment conditions in different sectors, e.g. working conditions, salary and benefits, terms of employment, ethics and values of the organisation</p> <p><i>Potential job roles:</i> e.g. clerical work, administrative roles, sales roles</p>

Learning outcomes	Assessment criteria	Unit amplification
<p>2 Understand how to relate own skills, interests and achievements to potential job roles</p>	<p>2.1 Explain how own skills relate to potential job roles</p> <p>2.2 Explain own interests in relation to potential job roles</p> <p>2.3 Explain how own achievements are relevant to potential job roles</p>	<p><i>Relating skills, interests and achievements to potential job roles:</i> understanding how own skills, interests and achievements could be used in specific jobs; evaluating the specific 'hard skills' and 'soft skills' requirements of certain job roles against own skills, interests and achievements; knowing why some job roles might be unsuitable; the job role might be an appropriate match even though not all skills and interests are reflected in the job role; some skills or qualifications which the learner does not currently have could be acquired via the potential job role</p>
<p>3 Be able to investigate job vacancies</p>	<p>3.1 Carry out investigations to identify potential job vacancies</p>	<p><i>Searching for job vacancies:</i> identifying the most appropriate sources to search for employment based on own skills, interests and achievements; using specific job-searching tools, e.g. searching employment websites on the internet, contacting employers directly, registering with a job centre, reading local community notice boards; using contact details or instructions in the job advert to apply for the job or find out further information about the job</p>

Information for tutors

Delivery

The emphasis in this unit is on enabling learners to develop the skills needed to search for a job which links to their own skills, interests and achievements.

Learners will undertake independent research for most of the unit supported by one-to-one tutorials.

Learners should be encouraged to complete a log of their research to help them meet the requirements of the assessment criteria.

For learning outcome 1, learners could work in small groups to research different sources of information for jobs available to them and report their findings to the whole group. The value of each source could be discussed as a group. These sources may include job agencies such as job centres, employment agencies or newspapers, the internet or trade journals. Learners may also choose to investigate non-advertised jobs through talking to colleagues, relatives or friends.

For learning outcome 2, learners could undertake a personal audit to identify their skills, interests and achievements to help them identify a range of potential job roles which they think would be suitable for them. At this level, learners may have already gained qualifications or work experience which will be relevant to their job search. They should be encouraged to review this along with their other skills and interests.

Learners at this level would be expected to show independence when investigating a range of job roles for learning outcome 3. However, tutors could support learners by discussing the process with them and providing information when asked. In searching for jobs, learners should be advised to look for jobs which they will apply for or that they have a genuine interest in.

Once learners have identified potential job roles, the suitability of the identified job roles should be discussed and agreed by the tutor.

Learners should be encouraged to find out as much information as possible about their chosen job vacancies. Any communication with employers can be discussed and agreed by the tutor, for example a draft email or relevant questions to ask on the phone. In simulated exercises, learners could draft a suitable email and discuss their questions with someone who isn't their tutor.

Assessment

Evidence for this unit may be presented in the form of a log recording the learner's research and including evidence of class discussions, one-to-one tutorials, and communication with employers. Alternative forms of evidence can be used.

For 1.1, the learner needs to explain the roles of three different sources of information about employment and, for each source, explain how they support potential jobseekers.

The learner will need to identify two appropriate sources of information for their own purposes for 1.2.

From the sources identified for 1.2, the learner will need to state two potential job roles for 1.3.

For 2.1, the learner must explain how their own skills are relevant to the two potential job roles identified in 1.3.

For 2.2, the learner needs to explain how their interests are relevant for the identified job roles.

For 2.3, the learner will need to explain how their achievements are appropriate for the two potential job roles identified in 1.3.

For 3.1, the learner must narrow down their search for job vacancies, based on the information they have collected about themselves and their personal requirements. They need to include evidence of their search for potential job vacancies. This could be printouts of web-based research, copies of job advertisements, evidence of interviews with employment agencies, Connexions, a careers adviser or job centre.

For 3.2, the learner needs to include evidence of contact they have made with employers (either by telephone, letter or email) to request further information about job vacancies, for example requesting an application pack or form, or, in cases where a relevant contact is given, having an informal conversation about the job role. If contact is made with the employer via the telephone, evidence of this should be recorded by the tutor (or by the learner with verifying notes from the tutor).

Suggested resources

Websites

www.gov.uk

Government services and information

www.jobsite.co.uk/articles

Career Advice

www.learndirect.co.uk

Learndirect

Unit 11: Applying for a Job

Unit reference number: **K/503/2864**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

This unit aims to develop learners' skills to enable them to complete job application processes independently.

Unit introduction

In a competitive job market, it is vital that learners understand the job application process and how to prepare an application that meets the requirements of a prospective employer. In this unit learners will develop the skills needed to access and respond to different types of job application opportunities independently. Learners will gain an understanding of how to present a job application in an appropriate way, including collating relevant information and using suitable conventions and formatting. They will also evaluate the suitability of information included in a job application and the method of presentation.

Essential resources

Learners need access to sources of information about different ways to apply for a job, including information about job application documents such as CVs, personal statements and covering letters.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand different methods of applying for a job	1.1 Describe different methods of applying for a job 1.2 Explain how to obtain job application information	<i>Different methods of applying:</i> methods, e.g. application forms, CVs, covering letters, online applications, telephone enquiries, applying in person
2 Be able to prepare a job application	2.1 Collate the information appropriate for a job application 2.2 Complete a comprehensive and accurate job application	<i>Job application information:</i> how and where to find job application information, e.g. from human resources departments, company/organisation websites, job search websites, local and national media, employment agencies <i>Information for a job application:</i> references, certificates, club or group memberships, relevant information, e.g. include reference from voluntary work at an animal shelter to support application for work at a veterinary clinic, refer to achievements at a local sports club in covering letter for work at a gym <i>Comprehensive and accurate job application:</i> paying attention to all details of the job application so that nothing relevant is left out; ordering different types of information in a logical manner in the application document, checking whether or not to include supporting documents, e.g. work permits, certificates, personal identification; using personal statements to create positive impression of skills and interests; use appropriate conventions, formats and styles, e.g. accurate and neat presentation, using tools that aid accurate and appropriate presentation, e.g. curriculum vitae (CV) templates, covering letter templates, spellchecker, jobseeker advice websites or magazines, understanding and using the appropriate level of language for a CV, personal statement or covering letter

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.3 Carry out checks of a job application for accuracy</p> <p>2.4 Review a job application for fitness for purpose</p>	<p><i>Checking methods:</i> e.g. use of IT (spell-check), comparing application with other applications, seeking feedback from others regarding the accuracy and appropriateness of the content and format of the job application</p> <p><i>Fitness for purpose:</i> e.g. suitability of the application for intended audience, matches own knowledge and skills to the requirements of the job, evaluating the CV for clarity and relevance of content, checking whether the application provides all the information the employer requires, checking the CV for accurate language, checking the language used in the application is clear, concise and at a level appropriate for a job application</p>

Information for tutors

Delivery

This unit include learners investigating and completing a job application with only general guidance from the tutor, so it becomes a more practically based unit.

For learning outcome 1, learners could work in groups to investigate different methods of applying for jobs, which types of employers use which types of application method and what employers might be looking for in a job application. Learners could create a handout, with examples, as a fact sheet or guidance notes for other learners to follow.

Delivery of learning outcome 2 requires a mixture of tutor-led input and individual learner research. Learners could conduct research into a suitable job vacancy and complete the application form required for that job or use a simulated application which reflects their interests and relevant experience. The importance of including relevant information in a job application could be explored in tutor-led discussions.

Learners could analyse, in groups, examples of CVs, covering letters 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 information and its effect on a successful outcome to the job application. Guest speakers from the work place or employment agencies could be invited to speak about the importance of presenting information clearly and correctly on applications forms, CVs and covering letters appropriately and following specific instructions.

Learners could develop a 'best practice' guidance sheet to present job applications. Key points could be collated on a board or flip chart. The tutor could provide CV and covering letter templates for learners to use.

Learners should also reflect on the appropriateness of their job application for learning outcome 2. Learners could undertake peer assessment of completed job applications to consider the appropriateness of the application for its intended audience.

Assessment

To meet 1.1, the learner must describe four different methods of applying for a job, including details about when and why each method may be appropriate.

For 1.2, the learner needs to explain how and where job application information may be accessed. Examples may be given to support their explanation

For 2.1, the learner needs to collate appropriate evidence for an application. Evidence will be a portfolio of documents or a printout of a file list. The documents/sources must all be appropriate to support a job application, for example certificates, membership of clubs, references.

For 2.2, the learner must prepare an appropriate job application (this could be real or simulated) for a potential job role. They must include the correct information in a CV or job application form and show they can draft an appropriate personal statement or covering letter. The covering letter or personal statement does not have to be lengthy. The completed job application needs to demonstrate the learner has used appropriate conventions, styles and formats and must be presented in a way that suits its intended audience: the employer. Learners must show that they can write to an unknown person in a formal situation and convey their information accurately, concisely and appropriately. The learner also needs to use the correct terminology, spelling, grammar and vocabulary.

Evidence for 2.3 may be provided by highlighting changes made after the learner has checked their job application.

As part of 2.4, the learner needs to provide a basic review of the effectiveness of their job application in matching their skills and knowledge to the job and meeting its intended audience and suggest ways to improve it. The review needs to include letters of application, personal statement and CV (if used in 2.2). Tutors could ask a person unfamiliar to the learner to review the job application with the learner if this is a simulated situation.

Suggested resources

Websites

www.open.ac.uk/careers/applying-for-jobs.php

The Open University

www.worksmart.org.uk/career/job_advertisements

workSMART from the TUC

Unit 12: Career Progression

Unit reference number: **J/503/2869**

QCF level: **2**

Credit value: **2**

Guided learning hours: **20**

Unit aim

The aim of this unit is for learners to develop the understanding and skills to develop a plan to progress their career based on an assessment of their own qualities, skills and experience.

Unit introduction

In this unit, learners will develop an understanding of the connection between their own skills, experience and aspirations and possible career opportunities, so that they are able to take a proactive approach to career progression. Learners will locate potential career opportunities, information and resources and evaluate them in terms of relevance to their career progression. They will explore the ongoing nature of career development and also develop a career progression plan.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand career progression	<p>1.1 Explain the career benefits of work or study opportunities</p> <p>1.2 Explain how one job role or stage of career development may lead to another</p>	<p><i>Benefits of different work or study opportunities:</i> various forms of work and study opportunities, e.g. part-time studies or courses, courses or studies subsidised or paid for by an employer, full-time studies/courses, online courses, promotional opportunities at work, training and personal development opportunities, work shadowing and cross-company projects; 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</p> <p><i>Stages in career development:</i> ongoing nature of career progression, building skills and knowledge as an ongoing process, moving up through organisational structure, increasing understanding of a task or skill from basic to more advanced level, learning new skill could lead to new job role, taking on new responsibilities voluntarily could lead to paid promotion</p>
2 Be able to review skills, qualities and experience for career progression	<p>2.1 Describe own skills, qualities and experience</p> <p>2.2 Explain how own personal qualities, skills and experience apply to areas of work or learning</p>	<p><i>Personal skills, qualities and experience:</i> interests, work, study and other experience, personal strengths, learned and natural talents, skills and personality</p> <p><i>Suitability of qualities, skills and experience to areas of work or learning:</i> e.g. preference for learning in a group situation would suit enrolling on course at college rather than doing an online course from home, physical fitness and strength could suit work on a construction site rather than a desk-based job, experience in caring for a child with disabilities would suit a role as a helper at school for children with disabilities rather than working at a call centre</p>

Learning outcomes	Assessment criteria	Unit amplification
<p>3 Be able to plan career progression</p> <p>3.1 Identify information for own career progression from different sources</p> <p>3.2 Explain how information for career progression relates to own skills, qualities, experience and career aspirations</p> <p>3.3 Produce a career progression plan, including information that relates to own skills, experience and career aspirations</p>	<p><i>Identifying area for progression:</i> e.g. further studies, jobs, industry or sector</p> <p><i>Information and guidance related to career progression:</i> e.g. college, school or community-based careers services, career advisers, job centres, learndirect, libraries, careers and jobs sections in local newspapers and magazines, personal development and career developments magazines and websites, industry magazines, websites or publications, employment and careers websites, HR professionals, work placement; using relevant source depending on type of information sought, e.g. Learn direct useful for learners wanting to undertake online courses, local newspapers useful for finding jobs in local area; deciding whether job information or course information is relevant, e.g. part-time course in business enterprise for employed person intending to set up their own business, job share role for parent wishing to combine a job with childcare responsibilities, voluntary work at a local charity shop for a person planning to progress to paid work in the retail sector</p> <p><i>Relating information to skills, qualities, experience and career aspirations:</i> comparing qualities required to self-assessment; level of experience required; skills required, e.g. qualifications, practical skills; identifying next steps for career planning</p> <p><i>Career progression plan:</i> different ways of recording career plans, e.g. electronic, handwritten, charts, diagrams, templates or forms provided by workplace or place of learning; types of goal (short term, medium term, long term); setting goals in plan over appropriate timeframes; using feedback and guidance from appropriate sources in planning career progress, e.g. tutor, teacher, employer, people in similar careers, career adviser, family, friends, timeline, e.g. targets set in weeks, months, years for achieving goals</p>	

Learning outcomes	Assessment criteria	Unit amplification
	3.4 Explain the timeline for the career plan	<p><i>Timeline:</i> realistic time lines, e.g. relevant to personal circumstances, learning style</p>
	3.5 Identify resources needed to support the career progression plan	<p><i>Resources:</i> e.g. money to pay for training course, support from family or friends in looking after child so parent can take on part-time work, develop new skills or knowledge needed to qualify for promotion at work</p>
	3.6 Explain how the career progression plan will be reviewed	<p><i>Reviewing career progression plan:</i> deciding appropriate time(s) to review career progression plan; revising original career progression plan if necessary; using feedback and guidance from appropriate sources in reviewing career progression plan, e.g. tutor, teacher, employer, people in similar careers, career adviser, family, friends</p>

Information for tutors

Delivery

Tutorial sessions would be a useful method to deliver this unit. The unit could also be integrated into a vocational qualification or delivered in a work-based setting.

Learners should be encouraged to view their learning as the beginning of a lifetime of learning.

It would help to focus delivery of the unit on the learner exploring their own skills, qualities and experience, and how these link to career progression. Tutors could discuss the importance of having aspirations and goals and the role played by factors such as a positive self-image and attitude, adaptability and the ability to cope with change.

The opportunity to draw on real-life scenarios is inherent in each learning outcome. Learners could investigate their skills and qualities through the use of paper-based or electronic self-assessment tools. It would be helpful to use a range of exercises or activities which enable learners to analyse their strengths, weaknesses, attitudes, qualities, for example worksheets, team activities and basic personality profile tools. In group discussions, learners could consider the importance of personal skills and qualities that enable career progression, for example motivation, determination, flexibility and the desire/ability to learn new skills.

Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

The use of presentations, interviews, case studies, visiting speakers and online careers resources that promote a positive approach to career progression are recommended. Learners could consult a wide variety of resources such as the internet, local and national publications, careers advisers, job centres and people from the world of work.

Assessment

For 1.1, the learner needs to explain how two different work or study opportunities benefit career progression. Evidence for this could be based on career progression using examples from real organisations or individuals. Alternatively, the learner could explain career progression using an imagined career profile.

To meet 1.2, the learner will need to explain how one stated job role or career stage can help progression to the next stage of a career.

For 2.1, the learner needs to describe their own personal skills, qualities and experience. This can be achieved through the use of paper-based or electronic self-assessment tools.

For 2.2, the learner needs to give three reasons why their own qualities, experience and skills, analysed in 2.1, are suited to two areas of work or learning. The learner can be given guidance by the tutor/line manager in selecting the areas of work or learning to discuss but must show independence in putting forward the three reasons required for 2.2.

For 2.3, the learner needs to identify an area of work or learning for their own career progression, based on the outcomes from 2.1 and 2.2.

For 3.1, the learner must include information from three different sources relevant to career progression in a stated area of work or learning. This can include leaflets, downloads from websites, articles from publications or evidence from interviews with career advisers.

3.2 requires the learner to consider how they will use the information gathered for 3.1 for plan their own career progression, linking the information to personal skills, qualities, experience and aspirations. The learner will need to understand the skills and qualifications needed for their preferred career path.

For the career progression plan in 3.3, the tutor/line manager could suggest a number of possible models for the learner to consider. The learner must, however, be able to select a method of presenting their career progression plan independently. The learner should produce a career progression plan in a format which reflects their preferred style of learning, as the emphasis is on producing a career progression plan that can be applied practically in the learner's own situation. Where the learner is in employment, it may be appropriate to use relevant career planning documents from their workplace. Where the learner does not have access to the workplace, appropriate examples of documents from the college, school or place of learning could be used. The career progression plan should include information collected for 3.2, to demonstrate how the plan relates to the learner's own skills, qualities, experience and career aspirations.

To meet 3.4, the learner will need to explain how the timeline in the career plan is realistic and, for 3.5, include information about resources they need to support their career progression plan, for example 'I need to complete the course part time over two years as I will need to have a job during the course'.

For 3.6, the learner will need to include information about two ways in which they could review their career progression plan.

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

Suggested resources

Websites

www.learndirect-advice.co.uk

Learn direct – help with career and job seeking skills

Unit 13:

Exploring Career Choices

Unit reference number: **D/504/9161**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to enable learners to identify career progression routes having considered employment trends and the options available to them.

Unit introduction

This unit is intended to help learners to appreciate that the job market is complex and ever changing, with a wide range of career paths and increasing competition for jobs. Learners will develop a knowledge and understanding of career planning means and the choices that are available to them. Learners will also learn to appreciate how to use work-related opportunities to help them understand the different progression routes open to them.

This unit gives learners the basic knowledge and understanding needed to make informed career decisions. With guidance on the issues that need to be considered when exploring learning and work choices and practising accessing relevant information, learners will be empowered to identify for themselves appropriate and fulfilling career opportunities.

Learners will explore the concept of career planning and consider how employment trends affect career choices.

They will look at how work-related learning can improve their career opportunities. Finally, learners will seek out information to help them make career decisions using information from a range of sources, with guidance about using objective information.

Learners will consider what their career options may be after weighing up factors for and against specific choices.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know the purpose of career planning	<p>1.1 Define career planning</p> <p>1.2 Describe how employment trends affect career planning</p>	<p><i>Career planning:</i> e.g. to think and plan before embarking on a series of jobs in a trade or profession or occupation, review and plan for ways of making one's living, planning a profession</p> <p><i>Employment trends:</i> range, e.g. related to economy, rising and falling job/skill sectors, geographical migration of workers, rising and falling unemployment</p> <p><i>Effects of employment trends on career planning:</i> need to consider trends, e.g. rising age of population will affect work in the care sector, scarcity of jobs affects availability of work-based learning, government funding to provide low-cost training to remedy skills shortages, increased state-funded training opportunities in times of high unemployment</p>
2 Understand how work-related learning can improve career opportunities	<p>2.1 Explain how work-related learning can improve career chances</p>	<p><i>Work-related learning:</i> e.g. work experience, work placement, work shadowing, employment, volunteering</p> <p><i>Effect of work-related learning on career:</i> dependent on experience, e.g. relevant to career choices, experience, shows commitment and interest, gives insight to vocational area, can help decision making, provides a stimulus, report/feedback from supervisor/employer valuable</p>

Learning outcomes	Assessment criteria	Unit amplification
3 Be able to explore own career options	<p>3.1 Select a range of objective careers information</p> <p><i>Careers information:</i> sources, e.g. prospectuses, websites, careers skills and interest assessments, job profiles, articles in magazines, trade and professional journals, newspapers, advice from careers adviser, friends and relatives, employment agencies, information from Sector Skills Councils and regulatory bodies</p> <p><i>Objectivity and bias in careers information:</i> considerations, e.g. experience and status of author, intention of author or sponsors of information, accuracy of content, reference to sources, use of statistics and basis of facts, date published</p>	<p>3.2 Assess own career options with identified progression routes</p> <p><i>Own career options:</i> options, e.g. school based, college, sixth form, FE, work-based training, qualification types, e.g. academic, apprenticeships, NVQs, professional, general considerations, e.g. time to achieve, cost, available opportunities, learning style, assessment, support available</p>

Information for tutors

Delivery

In this unit learners need to take an active role in investigating opportunities for their career options and it therefore requires individual participation. However, learning experiences which enable a considerable amount of reflective thinking and the challenging of narrow assumptions within an environment that respects individual thoughts, feelings and perceptions will be most effective in helping learners to develop their breadth of thinking about themselves and their career before they explore their career options. Delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations using case studies, simulations, positive visualisation exercises, film and media clips. Additional learning resources can include guest speakers, visits and interactive websites.

Learning outcome 1 can be introduced by asking learners to write down what the term 'career' means to them. They could share their definitions with a partner to consider similarities and differences. They could also analyse case studies of the employment history of people from previous generations. Learners could debate 'This house believes that 'jobs for life' is a thing of the past'.

Learners could work in groups to research statistics about current national and local employment trends and draw conclusions about the main trends. They could be given studies of young people with different career aims and work in groups to consider what could happen to the career plans of these individuals in view of the changing world of work. This would encourage learners to think of different options and the transferable employability skills individuals have gained which will help them in the future. Learners could consider how the changing world of may affect their own plans.

A thought shower of work-related learning opportunities will help learners to appreciate the range of experiences available. Tutor-led discussion will help learners to understand how work-related learning experiences support decision making and provide opportunities for real-life experiences. Learners could work in groups to devise a questionnaire to use to interview others about what they have gained from work-related experiences and how their career choices were influenced. Learners could use their questionnaire to interview others, such as invited guest speakers, learners who carried out work experience last year, and family members.

Learners could work as a group to collate the results of their questionnaires to identify the benefits of work-related learning for career chances. Learners could reflect on their own work-related learning experiences to recognise the skills and experiences this has given them and how this will help their career chances.

Learners who are preparing for work experience could set personal objectives for their work experience.

To introduce learning outcome 3, learners could work in pairs to compare different careers resources in terms of their objectivity and bias. Learners could present their findings to the whole group. Learners could work in groups to research the main career pathways available in their locality, weigh up the pros and cons of each and present the findings to the whole group for discussion. Learners could be given a chart of the National Qualifications Framework. The tutor should explain the main types of qualification, i.e. general, vocational and occupational, and the main levels, i.e. entry through to level 5.

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 which is relevant to their own career pathway. Tutors should give learners information about available financial support.

Learners could work in groups to calculate budgets for different individuals following different pathways, for example taking a first job and living away from home, or full-time study at school or college with a part-time supermarket job. Learners could be introduced to decision-making techniques using a matrix to help them make decisions about appropriate options. Learners conduct individual research to identify different career options with progression routes, recording options in a progress file.

Assessment

For assessment criterion 1.1, learners need to provide a clear definition of the term 'career planning'.

For 1.2, learners must include information about how different employment trends affect career plans. Examples from case studies may be given to support the response or learners may refer to their own career planning.

For assessment criterion 2.1, learners need to explain how work-related learning will benefit an individual's career chances.

Learners must consider at least two ways in which an individual's chances may be improved by providing examples from their own experiences or from case studies. Alternative forms of evidence may be used.

Assessment criteria 3.1, 3.2 may be combined into one assessment task and presented as a progress file which includes the required evidence.

For 3.1, learners need to include information from at least four different sources in their file. This may include information from websites, evidence of a careers or skills assessment, prospectuses, articles from journals, and evidence of interviews with a careers adviser or tutor. Evidence from other sources may be included.

For 3.2 learners need to include information about at least two career options and different ways the required qualifications may be achieved. The progression pathways must be clearly identified. This information may be presented as a chart or mind map. Alternative forms of evidence may be used.

Suggested resources

Textbooks

Hodgson S – *A-Z of Careers and Jobs, 15th Edition* (Kogan Page, 2008)
ISBN 139780749452551

Websites

www.careersa-z.co.uk/type0.asp	UK careers website
www.careersoft.co.uk/Teaching_resources/Job_Explorer_Database/Career_exploration	Resources for teaching, job explorer database
www.connexions-direct.com/itsyourchoice	Connexions 16+ career guidance
www.connexions-direct.com/Jobs4u	Connexions career training
www.teachers.tv/video/browser/857	Teachers TV videos

Unit 14:

Self-development for Your Learning and Career

Unit reference number: **H/504/9162**

QCF level: **2**

Credit value: **2**

Guided learning hours: **20**

Unit aim

The aim of this unit is to enable learners to set goals for their learning and career development, having considered their personal values, influences and experiences.

Unit introduction

Self-development for career planning requires realistic self-assessment of experiences, qualities, aptitudes and abilities. Personal attitudes and values have an effect on goal setting and will affect career choices.

In this unit, learners will consider what their personal values are and how they can be used to help combat stereotyping and discrimination in learning and career development.

Learners will explore influences which may have helped to shape their attitudes, values and behaviour in relation to work and learning and consider how these and other experiences can be used to support career development.

Learners will have the opportunity to complete career self-assessments and questionnaires to consider areas for development and decide on what learning and work goals they will set. Learners will then review their progress and achievement in career development.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand factors in making career choices	1.1 Evaluate information about careers and progression opportunities from a variety of sources 1.2 Assess different career options 1.3 Assess own choices for career progression	<i>Information sources:</i> range, e.g. prospectuses, websites, careers skills and interest assessments, job profiles, articles in magazines, trade and professional journals, newspapers, advice from careers adviser, personal tutor, friends and relatives, employment agencies, information from Sector Skills Councils and regulatory bodies <i>Career options:</i> personal skills, qualities, achievements, up-to-date labour market information, taking into account advice from professional advisers; individual interests, attitudes and abilities <i>Career progression:</i> work-related learning experiences, job market and employment trends, careers information, advice from careers guidance specialist and tutors
2 Understand how own experiences and influences affect career development	2.1 Explain how to use own experiences to support career development 2.2 Assess how own attitudes, values and behaviour affect career development	<i>Experiences:</i> types, e.g. skills gained from work experience, employment, volunteering, personal experiences <i>Self-analysis of attitudes, values and behaviour:</i> attitudes, e.g. career fulfilment, career progression; values, e.g. to help others, to earn a high income, placing high value on academic achievement; behaviour, e.g. dedication, professionalism <i>External influences on career development:</i> range, e.g. films, TV programmes, advertising, relatives, tutor, peers, friends, role models, local community <i>Effects on career development:</i> positive, e.g. belief in ability to succeed, ability to overcome set backs; negative e.g. lack of self-belief, inability to overcome prejudices

Learning outcomes	Assessment criteria	Unit amplification
3 Be able to produce individual learning and career plan to reflect career and progression choices	3.1 Create an individual learning plan which reflects career and progression choices	<p><i>Individual learning plan:</i> purpose of review, e.g. review goals, indicate choices post-16, e.g. AS level, Diploma, BTEC, grades aimed for or needed, other qualifications e.g. apprenticeship, higher education, e.g. foundation degree, undergraduate degree</p>
4 Be able to use goal setting to support progress in learning and career development	4.1 Use self-assessments and career-related questionnaires to set short and medium-term goals for development	<p><i>Self-assessment:</i> e.g. skills checklist, match interests and abilities, identify learning targets, identify career aim</p> <p><i>Setting short and medium term goals:</i> types, e.g. relevant to self-assessment, relevant to career target, relevant to work aspirations, specific and measurable goals, e.g. completing a course of study or project, obtaining a qualification, arranging a work placement, learning a new skill; plan actions, e.g. make appointment with course tutor to arrange work experience</p>
	4.2 Evaluate progress and achievement in learning and career development	<p><i>Reviewing and reflecting on progress:</i> actions, e.g. review goals regularly, record goals achieved, identify goals not reached, consider reasons why goals have not been reached, review goals, set new action plan</p>

Information for tutors

Delivery

Discussions and debates which encourage self-awareness will help learners to develop the skills required for reflective thinking. Other delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations using case studies, simulations, positive visualisation exercises, and film and media clips. Additional learning resources can include guest speakers, visits and interactive websites. Establishing ground rules for self-disclosure by learners will contribute to a positive learning environment and encourage learners to respect individual thoughts, feelings and perceptions. Learners could be given time to study through independent learning using ICT.

For learning outcome 1, learners need to be introduced to a variety of careers information which they can use to research, clarify and review their career options and choices. Access to a careers library and a careers guidance specialist will be important here.

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

For learning outcome 2, learners could be introduced to the concept of reflection. Questions relating to reflection could be written on a flip chart, for example What happened? What went well? What could be done differently next time? What needs to be done next?

The tutor could lead a discussion to apply the questions to a scenario, for example after an individual has run a marathon, after a team has lost an important match. This will help learners to appreciate how reflection can be used to learn from experiences and the importance of recognising skills which are transferable. Learners could work individually to reflect on their work and learning experiences using the questions on the flip chart to identify what they have learned and what this means for their career plans.

Learners could work in groups to add the attitudes and behaviours which apply to work and learning to the flip chart by considering the career of someone they admire. Learners could share their list with the whole group and a tutor-led discussion could explore any additional values. Learners could work individually to consider at least two attitudes, two values or two behaviours which are most important to them and undertake a self-assessment of their work values. A thought-shower would help learners to consider all the external influences which can affect their career choices. Learners could write down positive and negative personal influences and share these with the whole group.

Learning outcome 3, learners need to produce an individual learning plan, which can be revised for learning outcome 4, with goals being set that are clear and appropriate.

The individual learning plan will need one-to-one attention of tutor and learner so that tutors can ensure that the revisions learners propose are clear and appropriate.

Learners could complete self-assessment checklists and/or career-related questionnaires as an introduction to learning outcome 4. Tutors could introduce learners to the concept of setting SMART goals (specific, measurable, achievable, relevant, time related). Tutors could use an example to set short- and medium-term goals as a whole-group exercise to consolidate learning about goal setting. Learners need to work independently to reflect on self-assessments and set medium- and long-term goals for their career and learning.

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

Assessment

For assessment criterion 1.1, learners must include information from at least three different sources. For assessment criteria 1.2 and 1.3 learners need to assess their career options and choices for career progression.

For assessment criterion 2.1, learners must explain how they will use their work-related and learning experiences to support their career development. The evidence could be in the form of a short reflective account or responses to pre-set reflective questions.

Assessment criterion 2.2 requires learners to take into account positive and negative influences to their own attitudes, values and behaviour and consider how they affect their career planning and choices.

For assessment criterion 3.1, learners must produce an individual learning plan which reflects their career and progression choices. The plan must be clear, detailed and realistic.

Assessment criterion 4.1 requires learners to provide evidence of completing two different self-assessment and career-related questionnaires and to set realistic goals for development. At least two short-term goals and two medium-term work goals must be included. Evidence may be presented in the form of an action plan. However, alternative forms of evidence may be used.

For assessment criterion 4.2, learners must evaluate the progress and achievements they have made in their learning and career. Reference must be made to goals set previously.

Suggested resources

Websites

www.lifecoachingzone.com/page5.htm	Work values questionnaire
www.lifeworktransitions.com/exercises/	Online work values quiz
www.quintcareers.com/workplace_values.html	Work values quiz
www.safeworkers.co.uk/i-suffered-workplace-discrimination-case-study.html	Workplace discrimination case study
www.careers.govt.nz/tools/work-in-life/	Work in Life assessment tool

Unit 15: Skills for Employment

Unit reference number: **K/504/9163**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to enable learners to recognise, develop and apply their skills for enterprise and employability through carrying out work-related learning activities.

Unit introduction

Self-reliance, adaptability, resourcefulness and responsibility are all essential qualities for success in the world of work. Learners will need support in developing positive attitudes and skills to success in employment and self-employment.

In this unit, learners will use work-related activities to develop and apply a range of skills, including personal organisation, decision making and risk taking, to support their progress in gaining and sustaining employment and developing their career.

Learners will investigate the qualities, attitudes and skills needed for enterprise and employability and evaluate their usefulness in gaining and sustaining employment. They will also consider how taking risks in work-related learning activities can develop skills and influence career plans.

Finally, learners will reflect on their work-related activities to identify how their employability skills have been developed. Learners will consider how to develop the skills they require for career development.

Essential resources

Learners will need access to computers. Audio recording equipment could be used for recording assessment evidence.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know the qualities, attitudes and skills required for enterprise and employability	1.1 Describe qualities, attitudes and skills for enterprise and employability	<p><i>Qualities:</i> e.g. drive, self-reliance, self-discipline, adaptable, resourceful, responsible, resilient, honest, thorough, initiative, empathy</p> <p><i>Attitudes:</i> e.g. positive, self-starting, can do, look at the bigger picture, if something is worth doing it is worth doing well, never give up, do not put off until tomorrow what you can do today</p> <p><i>Skills:</i> e.g. listening, checking for understanding and clarifying instructions, action planning, teamwork, delegating; coordinating teamwork, problem solving, reporting, dealing with group dynamics, personal organisation, decision making, taking calculated risks, management, leadership, networking</p>
2 Understand risk-taking in work-related activities	2.1 Explain how taking risks in work-related activities can develop skills and influence career plans	<p><i>Work-related experiences:</i> direct, e.g. work experience, work placement, employment, volunteering; indirect e.g. enterprise activities, work simulations, employability workshops</p> <p><i>Benefits of risk taking:</i> reasons, e.g. try new activity/experience, learn about abilities, learn from mistakes, learn new skills, develop existing skills, understand transferability of skills, open up new career opportunities/options</p>

Learning outcomes	Assessment criteria	Unit amplification
<p>3 Be able to use work-related experiences to develop own skills for career development and employability</p>	<p>3.1 Assess own qualities, attitudes and skills for career development</p> <p>3.2 Plan to develop own skills for career development and employability</p>	<p><i>Self-assessment:</i> methods, e.g. consult a careers consultant and/or Connexions adviser, discussions with tutors, family and peers, completing online and paper based skills, interests and personality self-assessments</p> <p><i>Career development:</i> reinforce or change choice of job or career pathway; learning, e.g. changes in subjects studied, change of learning establishment, obtaining qualifications, progression of learning; career development, e.g. relevant work-related learning experiences, acquiring new skills, cultivating new attitudes</p>

Information for tutors

Delivery

Learning outcomes 1 and 2 could be delivered in a variety of ways. Exploration and discussion of the issues surrounding the opening and running of a new business could provide a stimulus for learners to describe the qualities, skills and attributes needed to create an enterprise. Group discussion and paired work could help generate ideas and motivation for discussion. When considering recruiting staff for the business, discussion of desirable qualities, skills and attributes could generate useful insights. For example, if it were the learner's new business, what qualities, skills and attributes would they be looking for in their own staff? The IAG workforce website referred to in suggested resources has useful labour market information identifying the general skills needed for particular employment sectors.

Alternatively, or in addition, learners could consider the qualities, skills and attributes of well-known entrepreneurs like Steve Jobs and Richard Branson. Entrepreneurs could be invited to speak to learners about their particular qualities, skills and attributes. Local successful business people may be willing to share their understanding which could generate questions and discussion. Some of the websites referenced, refer to sources of regional volunteer speakers and have some inspiring accounts of the achievements of young entrepreneurs.

After receiving this input, learners could evaluate the usefulness of the qualities, skills and attributes discussed and consider their relative merits. Following a group discussion, learners could produce a top five qualities, skills and attributes chart for entrepreneurs and for employees. Each learner could create a poster containing the information required for assessment criterion 1.1. It would be interesting to see and discuss the variations between learners' posters.

For learning outcome 2, learners could follow on from the earlier theme of creating their own business and consider and discuss the risks an entrepreneur and their employees may encounter when carrying out their work-related activities. For example, in relation to opening a newsagents, risk taking by an entrepreneur could involve buying stock, deciding on opening hours and recruiting staff. Learners could be invited to discuss the possible outcomes and what skills could be learned from these risk-bearing activities. Discussion could also lead into how this might influence future plans.

In addition, risks employees may encounter can be discussed. Examples could include accepting the employment rather than working elsewhere, carrying out a new skill such as operating the till and handling cash, and taking responsibility for business activities such as banking and ordering stock. Learners can draw on their own experiences and explain risks they have taken and what skills they have developed as a result. Learners could then consider how this has or may influence their future career plans.

For learning outcome 3, tutors could lead a discussion on how qualities, skills and attributes can be developed in part-time employment, voluntary work, in the classroom, at home and perhaps in family-run businesses. Learners could be directed to reflect on how the work-related activities they have been involved in have led them to acquire enterprise and employability skills. A group discussion on this topic may be useful to help stimulate learners to consider their own situation. Learners could pair up after the discussion to help each other draw out the qualities, skills and attributes they have acquired.

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, such as Kudos produced by CASCAiD.

Once all this information has been collected learners need to be directed on how to plan for career development and record the actions in a SMART action plan. A tutor-led session on how to apply for voluntary work, acquire a part-time job or develop skills at school college could help learners generate ideas about suitable action they could take. Since confidence is often an important issue in personal development, tutors could also describe the availability of mentors, coaches, role models and peer support.

Assessment

To achieve assessment criterion 1.1 learners must describe a mix of at least two qualities, attitudes and skills that are needed for enterprise and a further two for employability.

To achieve assessment 2.1 learners must explain at least two examples of how taking work-related risks can lead to the development of skills and influence career plans. Learners must give clear explanations. The evidence can be written, spoken and recorded.

For assessment criterion 3.1 and 3.2, learners need to assess own qualities, attitudes and skills and plan for career development and employability. It must be obvious from the plan what new skills the learner is planning to develop. The resources to be used and the actions to be taken which will lead to the development of the specified skills should be clearly set out.

Actions to be taken must be clearly prioritised, specific, realistic, time bound and measurable. Sufficient detail must be provided in the plan so that anyone could read it and know what actions the learner will carry out.

Learners must provide evidence of completing self-assessment activities and a written record of the conclusions they have arrived at in respect of their current qualities, skills and attributes.

Suggested resources

Websites

www.cascaid.co.uk	Producer of careers information and guidance solutions
www.connexions-direct.com	Connexions
www.enterprise-education.org.uk/home.php?mod=teachers	Enterprise Education Trust brings together businessdynamics, the Network for Teaching Entrepreneurship (NFTE), Blue Skies and Achievers International
www.nebpn.org	National education Business Partnership Network locating Education Business Partners with full contact details for advice regarding guest speakers
www.iebe.org.uk	Institute for Business Excellence

Unit 16:

Opportunities in Learning and Work

Unit reference number: **M/504/9164**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

This unit aims to develop learners' awareness of the extent and diversity of opportunities in learning and work. It is important for learners to appreciate how stereotypical views of learning and work can affect their career choices and to understand ways to overcome these.

Unit introduction

This unit will help learners to understand and respond to increasingly diverse opportunities in learning and work. By giving learners a view of local, national, European and global opportunities. The unit also examines changing patterns of employment, enabling learners to gain an appreciation of the wide variety of employment opportunities and the value of developing transferable skills.

In this unit, learners will consider how changing patterns of employment can affect career planning and explore different opportunities in learning and work available locally, nationally and internationally.

They will also consider how stereotypical views of opportunities in learning and work can affect career choices and how these views can be challenged.

Finally, learners will examine changes happening in the world of work and the implications of these for their future career planning.

Essential resources

Learners will need access to computers, a variety of career resources and, ideally, a careers guidance specialist. Audio recording equipment could be used for recording some of the assessment criteria.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know about opportunities in learning and work	1.1 Outline opportunities available in learning and work locally, nationally and globally	<p><i>Learning and work opportunities:</i> range, e.g. opportunities locally, nationally and internationally, e.g. in current learning establishment, local FE college, employment locally, universities in different localities, voluntary work abroad</p> <p><i>Stereotypical views:</i> e.g. pre-conceived ideas about a person's ability to work or learn, e.g. views on age or thought to be too old to complete a course of study/disability/thought to be unable to perform tasks required for a job/gender/thought to be women's work</p> <p><i>Effects:</i> impact, e.g. may prevent individuals considering course of study which may suit them, discourages individuals from pursuing enjoyable/satisfying career preferences, reinforces stereotypical views</p>
	2.1 Describe the effects of stereotypical views of learning and work on career development	<p><i>Challenging stereotypical views:</i> actions, e.g. question reasons for words and images on publicity material, discuss with individuals stereotypical comments, confront issues with others</p>
	2.2 Outline ways to challenge stereotypical views of opportunities in learning and work	<p><i>Changes happening in the world of work:</i> range, e.g. saturation in some job markets from influx of workers outside locality, expansion of job opportunities through new businesses coming into a locality, closure of businesses reducing opportunities for work, increased specialist study and qualifications required, introduction of more flexible working arrangements, fewer jobs for life, increased use of technology in work; changing patterns of employment: impact, e.g. reduction in manufacturing, increase in ageing population, increase in service industries, effects of recession and recovery patterns on employment, globalisation</p>
3 Understand the significance of changes happening in the world of work to career plans	3.1 Assess changes happening in the world of work	

Learning outcomes	Assessment criteria	Unit amplification
	3.2 Explain how changes in the world of work affect own career plans	<p><i>Effects on career plans:</i> impact, e.g. consider ways to develop a broad range of skills to increase employability, ensure skills and knowledge are constantly updated, review career development plan regularly, maintain lifelong learning; need to be flexible, develop transferable skills, be adaptable, be forward thinking, consider different ways of working, e.g. self-employment, voluntary work, consider working in different locality, country</p>

Information for tutors

Delivery

The content of this unit is wide ranging and information required for the learning outcomes is available from many different sources. Delivery lends itself to directed exploration by learners who can research and present their findings for analysis and discussion. Giving learners time to contemplate how they can benefit from what they have learned is also an important aspect of delivery.

For learning outcome 1, guest speakers such as personnel from the tutor's place of work, careers specialists and local volunteer coordinators could be invited to talk about opportunities available in learning and work. Employers offering apprenticeships and other recruiters could also talk about their work opportunities. Learners could be directed to the numerous websites which refer to relevant opportunities.

For learning outcome 2, learners could share their opinions of stereotypical views on careers. Employees in career roles that are not stereotypical could be invited to talk about their experiences with the group. Relevant newspaper and magazine articles could also be researched. The group could work in pairs and consider a case study, for example a female aged 28 wanting to study to become a motor mechanic. They could consider what views she may encounter and how she could succeed in her chosen career.

For learning outcome 3, the tutor could lead a session on the changes happening in the world of work. After the session learners could reflect on these changes, and how their career plans may need to be adjusted to take them into account.

They could work on their own to begin with and then share their thoughts in pairs or with the whole group. The session could help learners to identify changing patterns of employment. The group could be divided into small teams and allocated a particular pattern to explore. They could be asked to gather information and deliver a small presentation on the subject to the group.

Learners will probably need help in identifying appropriate sources of information such as business studies, economics and career textbooks, websites (providing labour market information, statistics and trends), newspaper and magazine articles.

Tutors could create fictional characters, each faced with a different changing pattern of employment, and ask the group to give each character careers advice on how they could move forward. For example, a recession has a well-recognised pattern of leading to mass redundancies and the construction industry is usually one of the first employment sectors to be affected. Tutors could ask learners to advise a fictional labourer who has been made redundant on what they could do to help their career. In seeking to consider his options and being flexible in their thinking, learners are developing important skills and realising the benefit of a proactive attitude.

Assessment

Evidence produced for this unit may be written or oral and recorded, unless stated otherwise in the assessment criteria.

For assessment criterion 1.1, learners must outline, in writing, opportunities available in learning and work locally, nationally and globally.

Learners should give examples of educational courses, training and voluntary work opportunities as well as employment opportunities that are relevant to their career aims.

For assessment criterion 2.1, learners need to describe at least two effects of stereotypical views of learning and work on career development.

For assessment criterion 2.2, learners need to outline at least two ways to challenge stereotypical views of opportunities in learning and work.

For assessment criterion 3.1, learners must assess in writing, at least two changes happening in the world of work.

For assessment criterion 3.2, learners must explain how changes in the world of work affect their own career plans. They must explain how they can adapt their plans to take into account the changes identified.

Suggested resources

Websites

www.apprenticeships.org.uk	Apprenticeship search
www.connexions-direct.com	Connexions
www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/index.htm	Directgov – work experience and volunteering
www.employment-studies.co.uk/policy/index.php	Institute for Employment Studies
www.eurograduate.com	European graduate career guide
www.gapyear.com	Interactive site for gap year
www.statistics.gov.uk/hub/labour-market/index.html	UK National Statistics
www.voluntaryworker.co.uk	Voluntary worker advice
www.volunteering.org.uk/WhatWeDo/Student+Volunteering	Student volunteering in England
www.work-experience.org/ncwe.rd/index.jsp	National Council for Work Experience

Unit 17:

Understanding Careers and Employment through Experiences of Work

Unit reference number: **T/504/9165**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to enable learners to reflect on their experiences of work and increase their understanding of careers and employment.

Unit introduction

Careful preparation and debriefing are vital to embedding the learning gained from experiences of work into learners' curriculum and career plans. This unit gives learners the opportunity to prepare for experiences of work by considering their motivation to work.

Reflecting on the skills and qualities relating to enterprise and employability gained from experiences of work and how these can be applied to career planning are important aspects of debriefing following experiences of work.

In this unit learners will consider their own motivation to work and explore the importance of lifelong learning to employability and career progression is explored in the second part of the unit.

Finally, learners will analyse the skills and qualities relating to enterprise and employability they have developed in their experiences of work in order to develop their career planning.

Essential resources

Learners will need access to computers. Access to audio recording equipment to record some assessment evidence would be beneficial.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know about motivation for work	1.1 Describe own motivation for work	<p><i>Motivation for work:</i> reasons, e.g. independence, financial reward, career advancement, consultation and participation in decision making, being appreciated, enjoying the work, seeing the value of work done, enjoying the company of other employees, working in an appropriate environment, being managed appropriately, being of value, making/doing something useful</p>
2 Understand the importance of lifelong learning to employability and career progression	<p>2.1 Explain the benefits of lifelong learning</p> <p>2.2 Assess the importance of lifelong learning to employability and career progression</p>	<p><i>Benefits:</i> continuous education provides, e.g. job security created by offering many different skills to employers, perfecting skills and increasing knowledge ensures a good standard of work</p> <p><i>Importance:</i> reasons, e.g. formal learning concentrated in the earlier stages of life unable to sustain an individual throughout their life, engaging in learning creates new networks, learning increases self-confidence, developing skills and knowledge for changing pattern of employment</p>
3 Be able to use learning from experiences of work to develop career planning	<p>3.1 Identify skills and qualities for enterprise and employability developed in experiences of work</p> <p>3.2 Apply learning from experiences of work to own career planning</p>	<p><i>Qualities:</i> e.g. drive, reliability, self-discipline, adaptability, resourcefulness, responsibility, resilience, creativity, organisation</p> <p><i>Skills:</i> e.g. listening, checking for understanding and clarifying instructions, following instructions, timekeeping, teamwork, problem solving, action planning, delegating, coordinating teamwork, reporting, dealing with group dynamics, personal organisation, decision making, taking calculated risks, management, leadership, networking</p> <p><i>Learning from experiences of work:</i> aspects, e.g. different types of workplace, how people work, e.g. roles, responsibilities, behaviour of employees, protocols and processes, working patterns, business language</p>

Information for tutors

Delivery

Before starting this unit it is assumed that learners have had actual experience of work, for example through a work placement, part-time job, volunteer position or visits to workplaces to observe employees.

Learners usually know the main factors that motivate them to work but may not fully appreciate other factors that can contribute to the desire to work. A good starting point could be a group activity in which every learner is invited to contribute their ideas about what motivates people to work. Learners could speak to their friends and relatives and ask them what motivates them to work. They could also research the topic on the internet and see if they can find any relevant newspaper articles. Once all this information has been gathered learners could create a chart of all the motivating factors they have found, putting them in order of priority so that the factors most commonly cited are highest.

Learners could then pair work in and discuss which of the factors have a bearing on their desire to work. They could grade the factors according to their importance to them personally. Learners could then share and discuss their results with the whole group.

For learning outcome 2, tutors could explain what is meant by the phrase 'lifelong learning' and why it has come about. Learners could then research the topic further in preparation for a discussion about its importance and its relevance to each of them. The tutor could ensure, through questioning, that learners consider its importance to their employability as well as their career progression.

For learning outcome 3, learners need to collect their records, notes or work diary containing information about the experience they had during their work placement. Learners may have letters, references or reports from employers that identify the skills and qualities they have demonstrated.

Tutors will need to ensure learners are clear about the difference between a quality and a skill, and between enterprise and employability. Learners will probably need help in analysing the skills and qualities they have developed. The tutor could do this through detailed questioning. A group discussion may help learners identify these skills and qualities and enable the tutor to provide guidance on skills commonly developed such as problem solving and personal organisation.

Tutors could have a prepared and graded checklist of a variety of qualities and skills required for employability and enterprise. Learners could be asked to respond to the checklist to reveal the extent to which they think they have developed a skill or quality and record the evidence for it. Alternatively, learners could create the checklist with the tutor guidance. This would serve to summarise the learner's current position and be a useful foundation for career planning.

Learners could be paired up to discuss how their career plans may be adapted as a result of their experiences from work. Learners may need guidance as to the experiences they could draw on. Examples could include how people work, their roles and responsibilities, the behaviour of employees, protocols and processes, working patterns, business language etc.

The pairs could then feed back to the whole group for a collective understanding of how learners apply their learning. In giving the feedback and voicing their new career aims, it may help learners to affirm, commit and consolidate their plans in their own minds. Tutors could also use this time to identify learners whose reasoning may appear weak and who may need support to come to a more beneficial or expansive outlook.

Assessment

Evidence produced for this unit may be written or oral and recorded, unless stated otherwise in the assessment criteria.

For assessment criterion 1.1, learners must describe what they feel to be their motivations for work. This should be in the setting of a discussion with one or more people.

For assessment criterion 2.1, learners must explain the importance of lifelong learning to employability and career progression and explain how this concept applies to them.

For assessment criterion 2.2, learners must give at least two examples of how they can continue to learn throughout their lifetime, and how it might benefit them.

For assessment criterion 3.1, learners must produce evidence to show their analysis of the skills and qualities they have developed through their experiences of work. This can be through written documents such as letters, references or reports from employers, completed questionnaires, or notes from discussions.

Finally, for assessment criterion 3.2, learners must explain what they have learned from their experiences of work and how their career plans have developed as a result.

Suggested resources

Websites

www.bized.co.uk/current/pbl/2006_07/050207links.htm Biz/ed – references for investigation

www.work-experience.org/ncwe.rd/index.jsp National Council for Work Experience

Unit 18:

Learning from More Experienced People

Unit reference number: **D/503/2876**

QCF level: **2**

Credit value: **2**

Guided learning hours: **20**

Unit aim

The aim of this unit is for learners to develop the skills and knowledge needed to learn from more experienced people. The unit describes the benefits of working with more experienced people and how learners can use this learning to enhance their own skills.

Unit introduction

One of the key ways in which people learn and develop is by interacting with others who are more experienced in a particular field of work or study. These people can be visiting experts, senior colleagues or others working at a similar level who have spent longer in that particular field. In this unit, learners will learn how to recognise what they have learned from senior or more experienced people, evaluate the usefulness of what they have learned and put this into practice for themselves.

Essential resources

Learners must be given opportunities to interact with different people in the workplace, school or college. The people chosen should be able to demonstrate positive behaviour to them and who are prepared to answer questions or participate in work shadowing activities.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know about situations where they might interact with more experienced people	<p>1.1 Select situations where learners can interact with experienced people</p>	<p><i>More experienced people:</i> more experienced team members or learners, e.g. line managers, supervisors, managers, heads of department, team leaders; people in other teams, e.g. finance department, human resources department; external experts or consultants, members of other organisations, clients, customers, tutors, teachers</p> <p><i>Situations of interaction with more experienced people:</i> receiving advice, instruction or teaching from more experienced people in formal and informal contexts, e.g. classes, presentations, training sessions, workshops; working alongside more experienced people, e.g. working in a team with more experienced colleagues or learners, observing more experienced people at work, e.g. work shadowing, attending a meeting, attending a presentation</p>
2 Know ways in which more experienced people work effectively	<p>1.2 Describe ways to benefit from working with more experienced people</p> <p>2.1 Describe effective working methods demonstrated by a more experienced person</p>	<p><i>Benefits:</i> application of skills to the workplace, e.g. experience of dealing with customer complaints, skills and knowledge of how to adapt to different working conditions, e.g. weather, materials</p> <p><i>Examples of effective ways of working and why they are effective:</i> doing things effectively has positive impact for individuals and the workplace, organisation, school or college, e.g. treating other learners/staff/customers with respect makes people feel valued and meets expected standards of the workplace/place of learning, meeting workplace targets or deadlines for handing in an assignment keeps people on track for a given schedule or timetable, producing high quality work raises the person's self-esteem, participating in meetings or group activities helps others learn or carry out their work effectively, modelling good personal conduct impacts on a class by setting high standards for behaviour and work</p>

Learning outcomes	Assessment criteria	Unit amplification
<p>3 Know how to improve performance by learning from those who have more experience</p> <p>2.2 Describe why these ways of working are effective</p> <p>3.1 Select examples of a skill or process learnt from others with more experience</p> <p>3.2 Describe how to use what has been learnt to improve own performance</p> <p>3.3 Describe the advantages of learning from more experienced people</p> <p>3.4 Describe the disadvantages of learning from more experienced people</p> <p>3.5 Select a skill or process which needs to be improved</p> <p>3.6 Outline the plan to improve the skill or process with the help of more experienced people</p>	<p><i>Skills or process learned:</i> new or improved skills, e.g. how to deal effectively with customer complaints, how to write a summary, how to test a physics theory, how to manage personal finances, how to set a goal</p> <p><i>Using what has been learned to improve own performance:</i> e.g. using new skills in customer service to reduce number of customer complaints, using new skills in personal finance to save money for a specific purpose, using new knowledge of a microscope to use it more easily and quicker in the next science experiment</p> <p><i>Assessing the skills, knowledge or understanding learned from more experienced people:</i> how easy or difficult it was to learn something new from someone with more experience; how completely/successfully the new skill, knowledge or understanding has been learned; how relevant or useful the new skill, knowledge or understanding is to the learner's work or learning situation</p>	

Information for tutors

Delivery

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

Learners would find it useful to discuss what constitutes effective working in their particular workplace or place of learning. This may be through interacting with other people appropriately, for example customers, colleagues, tutors, managers, visiting consultants. The discussion might also include examples such as producing high quality reports or pieces of work and fulfilling responsibilities in the workplace, school, college or other place of learning.

In relation to learning outcomes 2 and 3, learners need opportunities to observe more experienced people demonstrating skills, knowledge, processes and ways of working. This could be through a wide range of activities such as work shadowing, presentations by visiting experts, interviews with more experienced learners or colleagues, or even day-to-day interaction with more experienced persons in a place of learning or work.

Learners might need support in making the connection between effectiveness and having a positive impact on the workplace or learning environment. It would be helpful for tutors to direct learners to the question of why what they observed in a more experienced person was effective, for example did the behaviour of the more experienced person make a positive impact on a customer so that they returned with more business? Did the piece of work they completed inform new developments in a certain area of study or help other colleagues to make informed decisions about solving a problem?

Assessment

Evidence for 1.1 to 3.5 could come from a group discussion which shows the learner's individual contribution, or an individual discussion with the tutor, supervisor or line manager. Evidence can take the form, for example, of a taped discussion, video evidence or a presentation. It can also be supported by written notes from the learner or the tutor/line manager.

In achieving 1.1, the learner must describe at least two situations where they might interact with more experienced people and how they interact with these people. The situations selected should involve people either already familiar to the learner or people the learner could reasonably expect to come into contact with in their workplace, college, school or place of learning. For 1.2, the learner should be able to describe at least two benefits from working with more experienced people.

For 2.1 and 2.2, the learner needs to describe at least two effective ways of working demonstrated by a more experienced person and explain why this way of working was effective.

For 3.1, the learner needs to select at least two examples of skills, knowledge or understanding they have learned from more experienced people. For 3.2, the learner will need to describe clearly how the specific skills, understanding or knowledge could be used to improve their performance in their own work or learning situation.

For 3.3 and 3.4, the learner needs to describe at least two advantages and two disadvantages of learning from people with more experience. The learner could consider how easy or difficult it was to learn a new skill or process from someone who had no problem completing the process or using the skill. Learning on the job can be easy or difficult and noise or interruptions can make concentration difficult. Learning the skill in context makes more sense and therefore can make it easier for the learner to see the relevance.

For 3.5 and 3.6, the learner needs to consider their work role and the skills and processes they require in that work role. Evidence for 3.5 and 3.6 is best derived from a one-to-one discussion between the tutor/line manager and the learner in which the learner carries out a review of what they have learned. This can be supported by written notes from the learner.

Suggested resources

Websites

www.lifecoachexpert.co.uk

Life coach expert.

www.mindtools.com

Mind Tools.

Unit 19: Practising Leadership Skills with Others

Unit reference number: **F/503/2871**

QCF level: **2**

Credit value: **2**

Guided learning hours: **20**

Unit aim

The aim of this unit is to give learners the opportunity to develop their leadership skills with others as well as assessing their effectiveness.

Unit introduction

Working alongside others provides invaluable opportunities to learn how to lead. In this unit, learners will practise their leadership skills with other members of a group. Learners will gain an understanding of skills such as giving feedback, decision making and allocating tasks and responsibilities within a leadership context. In addition to developing leadership skills through working with others, learners can evaluate their ability to lead others and suggest areas for improvement.

Essential resources

Learners need access to relevant sources of information about leadership such as texts, websites and magazines. Learners will need to participate in a group task that allows them to demonstrate leadership skills.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know how to lead a group activity	<p>1.1 Describe how leadership skills contribute to a given group activity</p> <p><i>Group activities:</i> in the workplace within a small team, in a school or college (or other place of learning) in a group project, e.g. cross-curricular project, assignment within a vocational or subject-based area</p> <p><i>Leadership skills in a group activity:</i> leading in a way that is appropriate to the requirements of the situation and people involved, e.g. giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines; using personal skills and qualities to lead effectively, e.g. using problem-solving skills to make effective decisions, using sense of humour to get people's attention when giving instructions</p>	
2 Be able to demonstrate effective leadership skills with others	<p>2.1 Give support to other members of the group</p> <p>2.2 Allocate tasks and activities appropriately to other members of the group</p> <p>2.3 Give and receive appropriate feedback for members of the group</p> <p>2.4 Make decisions about tasks and activities to solve problems</p>	<p><i>Support to others:</i> motivating and encouraging, providing advice and guidance, discussing problems, showing regard for wellbeing, health and safety of team members</p> <p><i>Allocating tasks and activities:</i> assessing strengths and weaknesses of team members, prioritising tasks to deadlines, deciding who is best placed to carry out tasks, discussing and agreeing allocations with team members</p> <p><i>Giving and receiving feedback:</i> formal feedback such as written reports, appraisals; informal feedback, e.g. verbal feedback to individuals, feedback to a team on performance of task</p> <p><i>Making decisions:</i> making a decision to solve a problem, to find a way forward with a task or activity, deciding on the best method of doing something, deciding when a task has been completed appropriately</p>

Learning outcomes	Assessment criteria	Unit amplification
<p>3 Be able to review own leadership performance</p>	<p>3.1 Assess own leadership performance</p> <p><i>Different ways of assessing performance:</i> formal evaluation, e.g. assessment forms, checklists; informal evaluation, e.g. discussion with tutor/line manager; using feedback from different sources when evaluating your performance;</p> <p><i>Assessing performance:</i> considering communication, allocating tasks and planning, feedback, making decisions; identifying what went well, e.g. successfully explained purpose of team task to the group; identifying what did not go so well, e.g. did not give detailed enough instructions about time set for the task</p> <p>3.2 Suggest areas for improvement of own leadership performance</p> <p><i>Suggesting areas for improvement:</i> based on their own assessment (and feedback from others, if appropriate), e.g. get feedback and suggestions from all team members before deciding on solution to problem in the team task, listening more, allowing team members more autonomy</p>	

Information for tutors

Delivery

Learners will need to make use of appropriate videos, websites and magazines to find the relevant information for this unit. Valuable information can also come from line managers, tutors and visiting experts.

When thinking about how to lead a group activity, learners could think about leadership in contexts that are familiar to them, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the head teacher, their tutors). They could also discuss leaders in their local community or who they know socially.

For learning outcome 1, a suitable group activity could be a discussion and the tutor/line manager could provide examples of activities which require leadership. The activity should be straightforward in nature and the leadership required should not be complex.

For learning outcome 2, learners will need an opportunity to demonstrate some of the more obvious features of leadership, within an informal or small-group context. In giving support to other members of the group, learners will need to demonstrate that they can take responsibility for encouraging all group members to work well. The tutor/line manager should encourage learners to take an appropriate level of responsibility in seeing that the task or activity is carried out appropriately and that the deadline is achieved. Where this is not appropriate or practical, learners should have the opportunity to explain what has happened and suggest ways in which they could remedy the situation. Learners should be able to provide guidance or advice to others, as appropriate, when carrying out the activity and will need therefore to have a clear idea of what the activity is and how they want to achieve it.

When allocating tasks and activities, it would be appropriate for learners to take some responsibility for making decisions about who should be allocated which activity. They could review the strengths of group members and decide which members would be most appropriate to carry out the tasks. They could show that they can discuss and agree their allocations with others and communicate to others why decisions have been made. Tutors/line managers could support learners in discussing and agreeing allocations.

In giving and receiving feedback, learners will have the opportunity to demonstrate not only communication skills but also appropriate behaviour and attitudes in dealing with other members of the group. This would include giving feedback to others in an appropriate way that supports the aims of the group. They should also be able to receive feedback from others and show that they have considered the opinions and ideas of others.

Assessment

Evidence for 1.1 could come from a group discussion which shows the learner's individual contribution, or an individual discussion with the tutor/line manager. This could be a taped discussion, video evidence, or presentation in which the learner explains how their leadership skills would contribute to the given activity. Evidence can also be supported by written notes from the learner or tutor/line manager.

Evidence for 2.1, 2.2, 2.3 and 2.4 could be an observation of the learner by the tutor, line manager or other designated person, or from written evidence. The learner must demonstrate that they can support other members of the group, allocate tasks and activities appropriately, give and receive feedback and make decisions about tasks and activities.

The observation could be a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager, if appropriate.

Evidence for 3.1 and 3.2 could come from a one-to-one discussion between the tutor/line manager and the learner or, (if appropriate), a small-group discussion in which the learner reviews their performance, describing what went well and what did not go so well. The learner needs to discuss at least one aspect that they felt pleased with (for example making a good decision which improved the group's performance) and one that they did not feel went so well (for example interrupting another member of the group). The learner must also suggest at least one area where their leadership performance could be improved.

Suggested resources

Websites

www.career-advice.monster.com	Monster: Build your professional network
www.lifecoachexpert.co.uk	Life coach expert
www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf	The Scout Association
www.tellmehowto.net	Tell Me How

Unit 20:

How and Why Businesses Operate

Unit reference number: **A/504/9166**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to develop learners' understanding of how and why businesses operate in order to prepare them for the world of work.

Unit introduction

To motivate young people in the world of work, it is important to stimulate their interest and develop their understanding of how and why businesses operate. In this unit learners will develop a basic knowledge and understanding of business and economics. The unit looks at types of business, organisational structures, work roles and identities and examines attitudes and values in the workplace. Learners will explore business and economic concepts and terms and demonstrate their understanding by explaining how a business operates.

In this unit learners will have the opportunity to analyse the motivation of different types of business and the factors that motivate business operations.

In addition, they will compare the structures of different organisations and examine work roles and identities within a business enterprise.

Learners will investigate attitudes and values in relation to work and enterprise.

Finally, they must apply knowledge of economic and business concepts and terms to explain how a business operates.

Essential resources

Learners need access to computers. Access to audio recording equipment to record some assessment evidence would be beneficial.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know what motivates different types of business	1.1 Identify motivators for different types of business	<p><i>What motivates business:</i> reasons, e.g. recognition, money, e.g. to make a profit, for charitable purposes, to provide services or goods to the public, altruism</p>
2 Know about organisational structures, work roles and identities	2.1 Describe different organisational structures 2.2 Outline work roles and identities in an organisation	<p><i>Organisational structures:</i> e.g. flat, hierarchical, matrix</p> <p><i>Work roles:</i> e.g. personnel, marketing and sales, finance, production, administrative, security and IT, customer service; different sectors e.g. health and social care, business, education, travel, manufacturing, retail</p> <p><i>Identities:</i> job titles, e.g. administrative officer, secretary, assistant manager</p>
3 Understand attitudes and values in relation to work and enterprise	3.1 Describe attitudes and values of employers in relation to work and enterprise 3.2 Describe attitudes and values of employees in relation to work and enterprise	<p><i>Attitudes and values of employers:</i> e.g. fair pay, pay reviews, training, appraisal, flexible working, work/life balance, compassionate leave, value employees</p> <p><i>Attitudes and values:</i> e.g. honesty, integrity, professionalism, fulfilling contractual duties, respecting confidentiality, not bullying, compliance with company policies</p>
4 Know economic and business concepts and terms	4.1 Describe how a business operates using economic and business concepts and terms	<p><i>Economic and business concepts:</i> concepts, e.g. the connection between markets, competition, price and product, recession, economic growth, inflation, sustainable development, supply and demand</p> <p><i>Economic and business terms:</i> terms, e.g. costs, sales, profit, competition, markets, supply</p>

Information for tutors

Delivery

Learners can explore information on types of business, motivators, organisational structures, work roles and identities, attitudes and values of employers and employees and basic economic concepts with their relatives, friends, current or past employers and staff of any organisations they may carry out voluntary work for. This information can also be found in newspapers, on television, websites and in business studies textbooks.

Learners can work individually, in pairs or in small groups and retrieve information to bring back to share with the whole group for analysis and discussion. This information could be recorded in written answers to questionnaires, tape recordings or in website pages, newspaper articles etc.

Guest speakers could also be invited to talk on these subjects. Some of the websites given in the *suggested resources* section refer to sources of regional volunteer speakers. Learners could invite their employers or ex-employers from different types of organisation to speak to the group. The speaker could explain business terms and concepts such as economic growth and decline, sustainable development and profit making.

Tutors could supply the mission statement, organisational chart and information on work roles and identities for the educational establishment they work for. Organisational charts can also be found on company websites.

All these activities and information gathering and sharing provide a strong foundation for meeting the assessment criteria. For example, for learning outcomes 1 and 3, learners could analyse the results of a questionnaire about motivation, attitudes and values they had distributed to employers along their local high street, this could be to cover a business partnership such as a dental practice, local private company such as a newsagents, public limited company, such as Sainsbury's, and a charity, perhaps an Oxfam shop.

For learning outcome 2, learners could compare several different organisational charts provided by the group and tutor. They could carry this out as a group or in pairs, and after discussion write down their findings about the similarities and differences identified.

Work roles and identities could be covered by learners creating their own fictional company and considering what roles they would need staff to perform for it to operate successfully.

To complete learning outcome 3, learners could describe information obtained from the results of a questionnaire sent out to employers, from conversations held with employers or from information found on websites, in textbooks and newspaper articles.

For attitudes and values of employees in relation to work and enterprise, learners could share the findings they obtained from questioning relatives, friends and other employees.

For learning outcome 4, the tutor or a guest speaker could use the model of any of the fictional companies created by learners to explain economic concepts and terms, or draw on fictional or real-life examples. Learners will need to discuss this topic so that they get used to using business terminology appropriately. A concept or terminology quiz may be an enjoyable and interactive way to test and strengthen learners' understanding.

Assessment

Evidence produced for this unit may be written or oral and recorded, unless stated otherwise in the assessment criteria.

For assessment criterion 1.1, learners must show their written identification of motivators for three different types of business.

To achieve assessment criterion 2.1, learners must be able to provide written evidence of their description of the similarities and differences of at least two different organisational structures.

For assessment criterion 2.2, learners need to outline at least two work roles and identities in a real or fictional business organisation. Descriptions need to be in sufficient detail so that it is clear how the organisation functions as a whole.

For assessment criterion 3.1, learners need to describe the attitudes and values of at least two employers in relation to work and enterprise.

For assessment criterion 3.2, learners need to describe the attitudes and values of at least two employees in relation to work and enterprise.

To achieve assessment criterion 4.1, learners must provide a written description of at least two economic concepts, using business terms correctly.

Suggested resources

Websites

www.bbc.co.uk/schools/gcsebitesize/business/aims	BBC Bitesize: Business Studies – Aims and Organisation
www.bbc.co.uk/schools/gcsebitesize/business/environment	BBC Bitesize: Business Studies – Environment
www.bbc.co.uk/schools/gcsebitesize/business/people/motivationrev1.shtml	BBC Bitesize: Business Studies –Motivation
www.bized.co.uk/current/pbl/2006_07/050207links.htm	Biz/ed: Problem based Learning
www.nebpn.org	National Education Business Partnership Network

Unit 21: Economic and Business Understanding

Unit reference number: **F/504/9167**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to introduce learners to the world of economics and business by exploring economic concepts and business terms used, as well as the different business and economic environments.

Unit introduction

Through a greater awareness of economic events, national and global, learners are encouraged to explore how learning and work opportunities can rise and fall. Young people need to be aware of changing patterns of employment and the different skills and qualities employers are seeking in order to meet these different needs, on a local and global level.

This knowledge will enable learners to plan more effectively for the future, achieve economic wellbeing and make a positive contribution to society.

In this unit learners will look at changing patterns of local, national, European and global employment and how these impact on learning and working opportunities. Learners will be encouraged to relate this to their own plans for the future.

Learners will then explore the organisation of economic and business environments and will need to become familiar with using simple business and economic terminology. They will also examine how and why businesses use finance.

Finally, learners will focus on the skills and qualities employers require in their employees in different working situations and how these can be developed and adapted.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know about changing patterns of employment and their effect on learning and work opportunities	1.1 Describe changing patterns of local, national, European and global employment 1.2 Outline the effect of changing patterns of employment on learning and work opportunities	<i>Changing patterns of local, national, European and global employment:</i> reasons, e.g. rising and falling job/skill sectors, geographical migration of workers, rising and falling unemployment, shrinking and expanding of populations, political, social and economic, opportunities globally <i>Effect on learning and work opportunities:</i> types of impact, e.g. scarcity of jobs, less work-based learning, reliance on state-funded training opportunities if unemployed, government funding to remedy skills shortages, have to travel to find work, mixed working population, language and skills gaps, opportunities worldwide
2 Understand the organisation of economic and business environments	2.1 Discuss economic and business environments 2.2 Explain economic and business terms	<i>Economic environment:</i> consisting of, e.g. totality of economic factors such as government policy, employment, income, inflation, interest rates, exchange rates, productivity and wealth; influences on the buying behaviour of consumers and sales and purchases by firms <i>Business environment:</i> consisting of, e.g. businesses in the public, private and voluntary sectors, including large, medium, small and social enterprises <i>Terms:</i> economic, e.g. market, competition, turnover, profit, cash flow, imports, exports, currency; business, e.g. public, private and voluntary sectors, different types of enterprise, commerce; connections between market, competition, price and profit
	2.3 Explain ways in which businesses use finance	<i>Business use of finance:</i> different uses, e.g. for buying, e.g. premises, equipment, assets, services, to employ staff, to make financial investment, to raise income from capital, e.g. interest

Learning outcomes		Assessment criteria	Unit amplification
3	Know the skills and qualities required by employers	<p>3.1 Identify the skills required by employers</p> <p>3.2 Identify the qualities required for employment</p> <p>3.3 Describe how own skills and qualities can be developed and adapted to suit needs of employers</p>	<p><i>Skills:</i> e.g. ICT, communication, ability to speak different languages, teamwork, lone working, time management, organisation, check requirements with Sector Skills Councils</p> <p><i>Qualities:</i> desirable qualities for employment, e.g. initiative, motivation, responsibility, reliability, trustworthy, adaptable, flexible</p>

Information for tutors

Delivery

In this unit learners will have the opportunity to investigate different business and economic environments and to develop an awareness of changing patterns of employment, nationally and globally. The unit also encourages learners to focus on the skills and qualities needed to be successful in the employment market.

Learning outcome 1 could be covered with learners taking on the role of an investigative journalist examining different areas of industry (locally, nationally, European and globally) to highlight the changing patterns of employment and the effects on job opportunities. These areas could include industries such as car manufacturing, television or computing. This information could be collated and summarised showing different employment patterns within different companies, for example the effect of companies merging or downsizing, the impact of more home-based working or the effects of unemployment in some sectors. This could also be covered by using case studies with practical examples of particular workers in specific industries. Learners could then explore the impact of the changing pattern of employment and the effects on job opportunities for specific individuals.

Learning outcome 2 focuses on the organisation of different economic and business environments and how and why businesses use finance. This should include aspects of government policy, different types of business and an awareness of economic and business terms. This could be explored through online investigations, with groups of learners exploring different organisations and reporting on factors such as the nature of the business, the type of business and major competitors in the same field. Economic and finance reports could be examined to investigate and compare factors, for example turnover, profit margins and share values of different companies.

Small groups of learners may be able to visit different companies and/or organisations to carry out an investigation into their structure and function and how they use finance. Representatives from different companies and/or organisations may be willing to visit and speak to learners about their business operations. Information could be summarised as a leaflet, web page, poster or PowerPoint presentation to share in the group.

Learning outcome 3 is about the skills and qualities required by employers and the emphasis should be on the importance of transferable skills and the need for adaptability. Learners could carry out interviews with local employers to find out about the types of skills that make people employable in different sectors.

Some local employers may be willing to come in and conduct mock interviews with learners to highlight some of the key skills they would look for in a potential employee. Feedback from this could provide useful guidance for learners on the type of skills and qualities they need to develop to be successful in the employment market. Learners could produce their own 'employment development profiles', listing the skills they need to develop and an action plan which highlights what they need to do and the help they may need in the process.

It is important that learners are encouraged to look at opportunities which may exist worldwide, taking into account changes to legislation specifically throughout Europe.

Assessment

To achieve assessment criteria 1.1 and 1.2 learners could investigate a specific industry to examine changing patterns of employment. This should include factors such as the change in demand for different skills, global employment changes and rising and falling unemployment. To outline the effect of changing patterns of employment on learning and work opportunities learners could summarise information from their investigation or from case study material and evidence this in a written report.

Assessment criteria 2.1, 2.2 and 2.3 could be combined, with learners conducting an investigation (online and from other information gathered from visits or external speakers) and then collating and presenting the information for assessment. This could be in the form of a leaflet, web page, poster, PowerPoint presentation or similar.

The information presented should include different economic and business environments, an explanation of economic and business terms and an explanation of how and why businesses use finance. Learners could be involved in the assessment of each other's work through the presentations within the group.

To meet the requirements of assessment criteria 3.1, 3.2 and 3.3 learners need to identify the skills and qualities required by employers and describe how their own skills and qualities can be developed and adapted. This should include skills such as ICT, teamwork, time management and organisation, and qualities such as initiative, motivation and adaptability. Learners could evidence this as individual employment development profiles, highlighting the skills they already have and those they need to develop to become successful in the employment market. Specific Sector Skills Councils might be able to help by indicating skills sets they look for in employees and their websites might be useful as sources of information.

All the assessment criteria for this unit could be successfully covered in one assignment where learners produce a variety of evidence from an investigation-based project. This should include information on different economic and business environments, a report on changing patterns of employment and the impact on job opportunities, and a personal profile on the skills and qualities required by employers.

Suggested resources

Websites

www.bbc.co.uk/worldservice/business	BBC worldwide business information and statistics pages
www.connexions-direct.com	Connexions
www.yourcareerguide.co.uk	Career guidance

Unit 22: Saving and Spending

Unit reference number: **D/503/5504**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to encourage learners to save and budget to manage their personal finances.

Unit introduction

The findings of a report commissioned by the Department for Work and Pensions in 2007 to inform ways of encouraging and enabling young people and adults to begin saving revealed the following attitudes: most young people interviewed felt that they should be spending money and enjoying themselves while they were young; they assumed they would be better off at a later stage in their lives and could defer decisions about saving until then.

It is difficult for young people and adults to recognise that developing a good understanding of how to manage their money in the present has significant consequences for their future economic wellbeing. Being able to 'make ends meet', keeping track of finances and making informed decisions about financial products are essential components of financial capability. This unit will develop learner knowledge and understanding in these key areas.

For learning outcome 1, learners will explore ways to save money in their daily lives and investigate financial products to use to save money.

For learning outcome 2, learners study the financial benefits available for people who are unable to work.

The sources of financial support for students are investigated in learning outcome 3.

For learning outcome 4, learners prepare a personal budget and consider financial forecasts for the coming year.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know how to save money	1.1 Suggest ways to save money which apply to different aspects of own lifestyle	<i>Saving money in daily life:</i> in the house, e.g. turn off lights/appliances when not in use, shower, use energy saving light bulbs, wash clothes at low temperatures; transport e.g. walk or cycle, saver tickets, discounts; phones, e.g. weekend deals, direct debit; clothes, e.g. markets or charity shops, sales, clothes swap; entertainment, e.g. 2 for 1 offers, borrow DVDs from library; food, e.g. buy own brands, drink tap water, make a packed lunch, plan food shopping
	1.2 Describe a savings account which meets own needs	<i>Saving accounts:</i> interest rates; regular saver; easy access; notice savings; National Savings; interest, e.g. variable, fixed, paid monthly, paid annually; minimum/maximum investment; cash ISA
2 Understand government benefits available to designated groups of people unable to work	2.1 Explain financial benefits provided for people unable to work	<i>Groups of people who may be unable to work:</i> groups, e.g. those with disabilities, those with long-term health problems, carers <i>Benefits:</i> Jobseeker's Allowance; Employment and Support Allowance; Disability Living Allowance; Carer's Allowance; Housing Benefit; Child Benefit
3 Understand sources of financial support for students	3.1 Explain financial benefits for students	<i>Student support:</i> student loans; student grants; awards, e.g. bursaries, scholarships; Education Maintenance Allowance; student card; course grants, e.g. for fees, travel, books

Learning outcomes	Assessment criteria	Unit amplification
4 Know how to balance a personal budget	<p>4.1 Prepare a plan showing a personal income and expenditure for a month</p> <p>4.2 Prepare a forecast for a designated period which estimates income and expenditure</p> <p>4.3 Identify strategies to ensure expenditure does not exceed income</p>	<p><i>Budgeting:</i> income, e.g. from earnings, gifts, pocket money, interest on savings; expenditure, e.g. spending on essential needs, luxury items; ongoing records; forecast, e.g. for month, for year</p>

Delivery

This unit gives tutors the opportunity to use a wide range of active learning methods and to tailor them to learners' particular interests.

Relevant and meaningful tasks which involve learners in discussion and debate are motivating and contribute to the development of the skills required to make positive choices and anticipate problems before they arise. However, it is particularly important to be aware of the needs of individuals and their social or cultural background as issues with money and personal finance may be sensitive for some learners. Developing ground rules with learners to encourage constructive discussion and the promotion of respect, courtesy and understanding is an effective way to avoid problems.

Activities such as role play, case studies and analysis of videos are distancing techniques which enable sensitive discussion of money issues. Activities for the interactive whiteboard including quizzes and games, which learners can play alone, in pairs and in groups, (www.nationwideeducation.co.uk) provide effective depersonalised learning opportunities.

Outline Learning Plan

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

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning and assessment.</p> <p>Activity – establishment of ground rules.</p> <p>Activity – competition. Groups challenged to think up the most money saving tips in relation to the home, travelling, entertainment and clothing. Make posters to display in the school or college (cross-curricular link to sustainability).</p> <p>Tutor-led discussion – reasons why individuals want designer labels.</p> <p>Activity – prepare for a debate 'Young people do not need to save until they are earning good money'.</p> <p>Activity – guest speaker – financial adviser to speak about savings products. Learners to prepare questions for speaker about why interest rates fluctuate.</p> <p>Activity – worksheet.</p> <p>Activity – groups work to research savings products suitable for individuals in case studies. Present findings to whole class, justifying answers.</p> <p>Activity – complete application form to open a savings account using real documents.</p> <p>Assessment – record ways to save money which apply to different aspects of own lifestyle and a savings account to meet own needs. (Learning outcome 1.)</p> <p>Activity – paired research into government benefits for people unable to work. Prepare a short PowerPoint presentation for the whole class and a leaflet for an advice centre.</p> <p>Activity – role play working in an advice centre providing advice for different customers about benefits.</p> <p>Assessment – record examination of financial benefits provided for people unable to work. (Learning outcome 2.)</p>

Topic and suggested assignments/activities
<p>Activity – guest speaker – welfare officer or student counsellor from local college to speak about financial support available for students.</p> <p>Activity – group work – analysis of case studies to identify benefits available for individual students.</p> <p>Assessment – record examination of financial benefits for students. (Learning outcome 3.)</p>
<p>Activity – tutor input. Ways to record a budget.</p> <p>Activity – group work – budgeting challenge. Manage the finances of individuals in case studies over a month to meet their needs without incurring debt.</p> <p>Activity – analysis of case studies to identify the decisions made which got individuals into debt, followed by tutor-led discussion. 'What could the individual have done differently to have ensured financial security?'</p> <p>Assessment – record plan of personal income and expenditure for a month and forecast for the coming year. (Learning outcome 4.)</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For 1.1, learners will need to give at least two ways in which they could save money in their home, on transport, on their entertainment, food and clothing.

For 1.2, learners need to describe one savings account which is suitable for their own needs.

To meet 2.1, learners need to give clear details about the different financial benefits available for people who are unable to work. Examples of case studies may be given to support their response.

Evidence for these criteria can be in the form of a written assignment, a presentation or through a discussion with the tutor with a signed witness statement.

For 3.1, the different financial benefits available for students will need to be provided in detail. Information may be presented as an information leaflet suitable for learners. Alternative methods of presenting evidence may be used.

For 4.1, learners will need to present a plan for a personal budget which calculates total expenditure and income for one month and the balance. Learners can base this on their own circumstances if they wish, however tutors should be aware that this may be sensitive for some learners, and case studies can be used.

To meet 4.2, learners will need to provide estimates of their income and expenditure for the coming year and, for 4.3, they must identify strategies to ensure expenditure does not exceed income. Pro forma or budget sheets may be used to present the information for 4.1, 4.2 and 4.3.

Suggested resources

Textbooks

Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4 (DCSF, 2008) DCSF Reference: 00645-2008

My Money PSHE Education Teacher Handbook (PPEG, 2009) via [TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524](https://www.tes.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524)

Websites

www.direct.gov.uk	Government website – includes information on saving for young people
www.moneybasics.co.uk	Moneybasics – provides independent information about managing personal finances
www.nationwideeducation.co.uk	Nationwide Education's Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, factsheets, worksheets, glossary and extension activities
www.PPEG.org	Personal Finance Education Group – provides teaching resources
www.rbsmoneysense.co.uk	MoneySense Royal Bank of Scotland resources to support young people aged 11–18 in learning to manage their personal finances

Other

The following resources can be found on the Nationwide Education website, www.nationwideeducation.co.uk/linkto/personal-finance1:

Fact sheets:

FA3: Benefits

FA4: Financial support

FB9: Money Saving Tips

Work sheets:

WB2: Budgeting Activities

WB3: Budget Sheet

WB4: Saving and Borrowing

WB6: Money Maths – Percentages

WB7: Money Maths – Compound Interest

WD5: Advertising and Branding

Unit 23: Borrowing Money and Managing Risk

Unit reference number: **D/600/9298**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to develop learner knowledge and understanding of the risks involved in borrowing money and of how to make informed decisions about ways to manage necessary loans.

Unit introduction

Attitudes towards borrowing money have changed among young people and adults. Debt has become a fact of life and young people and adults are increasingly prepared to borrow money to finance their education or enjoy a certain lifestyle. Debt not only causes stress but can have serious, longer-term consequences including depression and can impact on personal relationships and social aspects of people's lives. Debt can prevent young people and adults from living independently, taking part in education or even eating healthily.

It is essential that young people and adults, who are faced with a vast array of financial products and services, are equipped to make informed decisions and appreciate the consequences for their future wellbeing.

For learning outcome 1, learners will consider different types of debt and ways to avoid unnecessary debt. How to borrow money for expensive items and the risks involved are investigated.

For learning outcome 2, learners will explore the role of insurance in protecting against financial loss.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand the risks when borrowing money	1.1 Compare ways of borrowing money for expensive items	<i>Ways to borrow money:</i> mortgages; secured loans; unsecured loans; credit cards; store cards; hire purchase; overdrafts
	1.2 Describe the risks involved in borrowing money	<i>Risks:</i> falling behind on payments, e.g. house repossession, goods taken back, interest on credit/store cards accumulates; eviction; stress; depression; family conflict; bankruptcy; legal proceedings
	1.3 Explain different types of debt	<i>Types of debt:</i> planned debt to buy expensive items, e.g. house, car, washing machine; unplanned debt, e.g. spontaneous purchases, in response to 'buy now, pay later'
	1.4 Illustrate different ways to avoid unnecessary debt	<i>Avoiding debt:</i> budget planning; saving for unexpected emergencies; considering risks before borrowing, e.g. security of employment; researching and comparing advantages and disadvantages of borrowing methods, e.g. Annual Percentage Rate (APR), penalties for non-payment, penalties for early payment, credit rating; seek advice, e.g. from bank, Citizens Advice Bureau
2 Understand the need for insurance	2.1 Explain the purpose of different types of insurance	<i>Insurance:</i> protection from unforeseen events, e.g. accidents, theft, illness; peace of mind; policy; premium; claim for financial loss <i>Types of insurance:</i> health; home, e.g. buildings insurance, home contents, homecare insurance; life assurance; motor e.g. compulsory 'third party insurance'; pet; travel; extended warranties for products

Delivery

Borrowing money may be a sensitive issue for some learners and it is important to be aware of the needs of individuals and their social or cultural background when planning activities. Case studies, simulations, scenarios, role play and drama using contexts meaningful to young people and adults, supported with discussion and debate, are effective activities in addressing attitudinal change, which is particularly relevant to this unit. Research tasks to explore financial products and make comparisons encourage learners to question the claims of financial products and evaluate available information before taking financial decisions. Activities for the interactive whiteboard including quizzes and games, which learners can play alone, in pairs and in groups, are activities which learners find stimulating and engaging and provide opportunities for consolidating learning.

Outline learning plan

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

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning and assessment.</p> <p>Activity – guest speaker from Citizens Advice Bureau to speak about the implications of debt and ways to manage debt.</p> <p>Activity – analysis of different case studies of individuals who have debts, learners to consider what they could do to prevent debt getting out of control.</p> <p>Tutor-led discussion. 'Are you a risk taker? Are there risks involved in making financial decisions?'</p> <p>Activity – group work – create a 30-second 'public information film' to warn people about the dangers of getting into debt and relying on credit. Show to whole class. Which was the best film? Why?</p> <p>Activity – paired research into real financial products to identify the best deal to use to buy different expensive items. Learners report back to class justifying reasons for choices. Create comparison charts.</p> <p>Activity – role play working in an advice bureau. Different situations with individuals with secured and unsecured loans, repossession of a car on hire purchase, losing a flat after defaulting on the mortgage.</p> <p>Assessment – record types of debt, ways to avoid unnecessary debt, comparison of ways of borrowing money for expensive items, the risks involved in borrowing money.</p>
<p>Tutor-led discussion. 'Why insure?'</p> <p>Activity – learners work in pairs to create flow diagrams to show what happens to two fictional individuals, one with no insurance and one who is heavily insured, following a series of scenarios: flood at home, illness, job loss, accident involving their dog, etc.</p> <p>Activity – paired work – research costs of insurance cover for young drivers of different cars. Compare costs of third party insurance to comprehensive cover.</p> <p>Tutor-led discussion. 'Would you take the risk?'</p> <p>Assessment – record the purpose of different types of insurance.</p>
Assessment feedback, review and evaluation of unit.

Assessment

Assessment criteria 1.1, 1.2, 1.3 and 1.4 could be combined into one assessment task to produce an article for the school/college magazine entitled 'Debt and how to avoid it.' Other ways of presenting evidence can be used.

1.1 requires learners to compare different ways of borrowing money for two expensive purchases. The total costs of borrowing, the amount of the repayments and the time needed to pay back the money will need to be considered to meet this criterion.

For 1.2, learners need to give clear details about at least four risks involved in borrowing money. Examples may be given to support the response.

For 1.3, learners need to give clear details about different types of debt. Examples may be given to support their response.

For 1.4, learners need to give clear information about at least four different ways to avoid getting into debt. Examples can be given.

For 2.1, learners will need to give reasons why insurance may be needed for at least three different situations.

Suggested resources

Textbooks

Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4 (DCSF, 2008) DCSF Reference: 00645-2008

My Money PSHE education Teacher Handbook (PSEG, 2009) via TES.co.uk/teaching-resource/my-money-PSHE-education-teacher-handbook-6089524

Websites

www.abi.org.uk	The Association of British Insurers – provides information on different types of insurance
www.creditaction.org.uk	Creditaction – national money education charity
www.direct.gov.uk	Government website – includes information on saving and managing debt for young people
www.insurancesorter.co.uk	Insurance sorter – provides information on different types of insurance
www.moneybasics.co.uk	Moneybasics – provides independent information about managing personal finances
www.nationwideeducation.co.uk	Nationwide Education's Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, factsheets, work sheets, glossary and extension activities
www.PSEG.org	Personal Finance Education Group – teaching resources
www.rbsmoneysense.co.uk	MoneySense Royal Bank of Scotland – resources to support young people aged 11–18 in learning to manage their personal finances

Other

The following resources can be found on the Nationwide Education website,
www.nationwideeducation.co.uk/linkto/personal-finance1:

Factsheets:

- FB1–FB4: *Forms of Payment*
- FB10: *Tips for Managing Debt*
- FC1: *Types of Debt*
- FC2: *Insurance*
- FC3: *Risk and Return*

Worksheets

- WC1: *Insurance*
- WD4: *Seeking Financial Advice*

Unit 24: Planning an Enterprise Activity

Unit reference number: **R/503/2888**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is for learners to develop the skills and knowledge needed to plan an enterprise activity. Learners will choose an enterprise activity, create coherent plans and assess the risks involved in implementing their plans.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. In this unit, learners will have a broad introduction to preparing to undertake an enterprise activity. The unit will help learners to find out and explain details of an enterprise idea, including understanding how to choose a viable enterprise activity, how to develop a product or service according to an implementation plan and how to assess some of the potential risks involved.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know how to choose a viable enterprise activity	<p>1.1 Describe key aspects of a viable product or service</p> <p>1.2 Describe why people might want to buy their product or service</p>	<p><i>Key aspects of a viable product or service:</i> providing a product or service for which there is sufficient customer demand, product or service priced correctly, using appropriate promotional and sales strategies, high levels of customer care and satisfaction, sufficient financial, technical and human resources in place</p> <p><i>Possible customers:</i> clear idea of what the product or service is and what it will do or provide for the customer, e.g. handmade gift wrap will provide customer with a high quality, environmentally friendly, original product that is produced locally using recycled paper and non-toxic paints; linking the product or service to customer needs/wants, e.g. people with busy schedules or a disability are likely to make use of a dog walking service, people who are interested in fashion might wish to buy handmade jewellery</p>
2 Be able to prepare a plan for implementing an enterprise activity	<p>2.1 Describe the tasks that need to be completed to carry out the enterprise activity</p> <p>2.2 Present the timelines required to carry out the tasks identified</p>	<p><i>Planning to implement the enterprise activity:</i> key activities needed, e.g. administration, planning timelines, finance and budgeting, sales, promotion; practical/technical skills needed for making product or providing service; assessing own skills and knowledge; using past experience</p>
	<p>2.3 Create a coherent plan for implementing an enterprise activity, including the tasks and timelines identified</p>	

Learning outcomes		Assessment criteria	Unit amplification
3	Understand the risks involved in running the enterprise activity	<p>3.1 Assess main risks that may occur in implementing the enterprise activity</p> <p>3.2 Discuss ways to minimise the risks</p>	<p><i>Assess main risks:</i> different types of risks, e.g. lack of skills, competition from others, price of production, raising finance for start-up costs, weather, motivating group of helpers</p> <p><i>Factors that might lessen risks:</i> e.g. start up costs are minimal, payment will be received immediately at point of sale, no additional staff required to provide the service, family members on hand to provide back-up help and support</p>

Information for tutors

Delivery

This unit has been designed to make the key topics as practical as possible. Learners should be encouraged to gain an understanding of planning an enterprise activity in a highly applied way. Group working and discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be large. The activity can either be producing a product, for example greeting cards or gift wrap, or providing a service, for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate group discussion as to what is required for an enterprise activity to be successful. Through the discussion, ideas could also be generated regarding different types of products and services and how they could be provided. It is important to emphasise that the activity must be possible within the learner's current skill set. These ideas could be explored individually or through group activity.

It would be helpful if learners had the opportunity to identify a range of different types of products and services before choosing which idea to pursue further in this unit. A question and answer session could determine the viability or appropriateness of different enterprise ideas. The strengths and weaknesses of the planned enterprise activity could also be explored through the form of a '*Dragons' Den*' type presentation to a group, with peers commenting on the ideas and whether or not they think customers are likely to buy the product or service.

Tutors could stimulate group discussion about what is needed to plan a successful enterprise activity. This does not need to be as detailed as a business plan which would be considered as part of a business studies course at this level.

However, materials produced for business start-ups could be a useful point of reference. A plan for this unit could cover a description of the product or service, how it will be provided, when and how it can be sold and what the likely demand might be.

A question and answer session could determine what should be included in the plan for the enterprise activity as well as the tasks that need to be carried out before it starts trading. Business people or entrepreneurs could be invited to address the group on the subject of planning an enterprise activity. Alternatively, learners could interview business people that they know and report back to the group what they found out about enterprise planning.

It would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers and magazines to understand how to include promotion and selling in their enterprise plan. Information could also be gained from a range of other resources, including books, the internet and media articles. Personal skills in selling and promoting could be observed through TV programmes such as *Dragons' Den*.

Learners could investigate the financial aspect of their chosen enterprise idea through active research on costs via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service and finding out from business people how to set realistic prices for a product or service.

An understanding of the possible risks could be understood through watching TV programmes such as *Dragons' Den* or making use of magazines and websites that provide information and advice for entrepreneurs.

Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For 1.1, the learner must describe their choice of product or service, what it will provide to the customer, and how it will be provided. For 1.2, the learner needs to describe at least one type of customer who is likely to buy their product or service and explain why the customer is likely to buy the product or service.

For 2.1, the learner needs to describe the tasks that need to be done. This could include the research about customer needs as well as what materials they will need before they start the enterprise activity. For 2.2, the learner needs to estimate and present a timeline showing how long it will take to carry out the tasks.

For 2.3, the learner must create a plan for their chosen activity, taking into account the tasks and timelines they have identified. Their plan should also include details of how the product will be produced or how the service will be run, when and how it can be sold and what the likely customer demand is. Simple promotion and sales plans must be included and learners must identify who they will need to help run the enterprise activity. The plan could be in the form of a written report, presentation, video clip or other appropriate format.

For 3.1, the learner must assess at least two risks that could affect the success of their enterprise activity and offer at least two suggestions. For 3.2 the learner must consider ways that the risks could be reduced. This could be, for example, in the form of a presentation of a mind map, a written report or a 'risks log'. The number of potential risks will depend on the individual enterprise activity, but typically the learner should be able to identify at least two potential risks and consider how to minimise them.

Suggested resources

Websites

www.businesslink.gov.uk	Business and Self-Employed: The best place to find government services and information
www.enterprise-education.org.uk	The Enterprise Education Trust
www.enterpriseinschools.org.uk/ enterpriseinschools/index.php	Enterprise in School - Access To Education
www.makeyourmark.org.uk	Make Your Mark
www.speakeasydragons.com	Speakeasy4schools
www.stridingout.co.uk	Striding Out
www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation	Department of Education: 14-19 TeacherNet

Unit 25: Running an Enterprise Activity

Unit reference number: **Y/503/2889**

QCF level: **2**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to enable learners to use their skills and knowledge to run an enterprise activity. Learners will create plans, use their customer skills, handle money and keep basic financial records. Learners will evaluate the activity and their personal involvement.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. In this unit, learners will have the opportunity to carry out an enterprise activity. Learners will develop an understanding of the importance of having a strategy for an enterprise activity, dealing with money, sales techniques and customers correctly. They will also develop the ability to evaluate the success of their activity and review their personal involvement.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Be able to provide a strategy to ensure the success of an enterprise activity	<p>1.1 Identify what is required in an operational plan</p> <p>1.2 Create an operational plan for the actual enterprise activity</p>	<p><i>Features of an operational plan:</i> research, e.g. current marketplace provision, customer research, product research, competitors; practical implementation, e.g. facilities, resources, quality assurance, skills; finance and cash flow</p> <p><i>Features of an effective strategy for success:</i> importance of planning for success, e.g. conducting market research, finding out customer needs, considering competitors and competitor products or services, planning practical implementation of the activity (including appropriate facilities, resources, quality assurance and skills), planning for financial and cash flow aspects, evaluation of own personal and practical skills in running the enterprise activity, identifying gaps in required skills</p>
2 Be able to carry out an enterprise activity using appropriate skills and procedures	<p>2.1 Demonstrate a range of skills and techniques to sell the product or service</p> <p>2.2 Demonstrate good customer care</p>	<p><i>Selling the product or service using appropriate skills, techniques and materials:</i> suitable product or service prepared; necessary components for production or implementation obtained; promotion materials and product information produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales skills demonstrated</p> <p><i>Customer care:</i> communicating appropriately with customers, listening to customers, answering customer questions accurately and appropriately, being friendly and helpful, resolving customer problems, e.g. defective goods, unsatisfactory level of service, incorrect price charged</p> <p><i>Importance of handling money correctly:</i> knowing correct procedures to follow to keep within the law, keep money safe and boost chances of making a profit, accuracy in calculations and financial records in order to reflect true financial situation</p>

Learning outcomes	Assessment criteria	Unit amplification
	2.3 Demonstrate correct handling money procedures for an enterprise activity	
	2.4 Explain the importance of correct handling money procedures for an enterprise activity	<p><i>Using financial records to explain the success or failure of the enterprise:</i></p> <p>evaluation of enterprise activity from financial records to show set-up and running costs overestimated/underestimated/accurately estimated, number of items produced or services offered exceeded/met/fell short of customer demand, profit made/not made on enterprise activity</p>
3 Be able to evaluate the profitability of the enterprise activity	<p>3.1 Present financial records to show the set up costs, running costs and other costs</p> <p>3.2 Present financial records showing sales and profit or losses</p> <p>3.3 Give reasons for the financial success or financial failure of the enterprise activity</p>	<p><i>Role in the enterprise activity and skills gained:</i> roles, e.g. salesperson, planner, team motivator, finance person, administrator, overseeing production; skills, e.g. planning and organisation skills, research skills, promotion and sales skills, record keeping skills, motivational skills, problem-solving skills</p> <p><i>Identify strengths and weaknesses of their personal involvement:</i> strengths, e.g. strong leadership skills, good customer relations, effective selling techniques; weaknesses, e.g. lack of time management</p>
4 Know how to review personal involvement in an enterprise activity	<p>4.1 Describe skills gained from running the enterprise activity</p> <p>4.2 Describe personal strengths which were demonstrated during the enterprise activity</p> <p>4.3 Describe skills that need to be improved as a result of participating in the enterprise activity</p>	

Information for tutors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of running an enterprise activity in a highly practical way. Group working and group discussion would be appropriate as delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large activity. It can be producing a product, for example greeting cards, baking biscuits, making sweets, or making jewellery, or providing a service, for example selling ice cream or car washing.

Learners should be given as much practical experience as possible.

Learners should think through a strategy to ensure that their enterprise activity is successful. Learners might find it helpful to use group discussions initially to explore how they could come up with a plan to ensure their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets. Learners could also conduct individual research on appropriate websites or have question and answer sessions with visiting business people.

The enterprise activity could be delivered as part of an 'enterprise activity day' using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small group activity or an individual enterprise activity.

At this level, learners could be given a degree of independence in deciding how they could run their enterprise activity. Learners in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Group discussions could be used to help learners come up with a checklist of tasks needed to carry out the activity on the chosen day(s). This could also be an individual piece of written work or a PowerPoint presentation.

To help learners think about the key financial information they need to record in order to evaluate the overall successes and/or failures of the enterprise activity, in terms of profitability, entrepreneurs or business people could be invited to speak to learners. Visiting speakers could talk about which financial information to record, and provide examples of how financial information can be used to show the successes and failures of an enterprise activity.

If appropriate, visiting experts could also be invited to participate in a question and answer session with learners during which they share information about their own involvement in business and enterprise, and what skills and lessons they have learned from participating in enterprise initiatives. Alternatively, learners could conduct their own individual research such as looking at case studies and interviews with entrepreneurs regarding how to evaluate the financial success of an enterprise activity, as well as what personal skills might be gained from being involved in such an activity. The results of individual learner research could be shared with other learners in a group discussion or displayed in poster format in the classroom or learning area.

Assessment

Assessment of this unit focuses on the completion on an enterprise activity.

For 1.1, the learner needs to identify what needs to be included in their operational plan. The learner should consider the customer, what they intend to do, resources, and how and when they are going to do it. This work can form the basis of material for 1.2.

For 1.2, the learner must produce a plan for achieving success a chosen enterprise activity. This could be a written report, a brief presentation, as video-based evidence or a log or record sheet. The plan should include reference to the customer, their needs, the promotional materials to be used, the staffing of the event, and the venue and the proposed date or dates when the enterprise event will take place. The plan should also include reference to the times, the venue, the staffing, quality control, any additional relevant information should be included, such as health and safety information or special arrangements for dealing with cash.

For 2.1, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service should have been prepared adequately, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. In addition, to achieve 2.2, the learner must demonstrate appropriate customer service skills in providing the enterprise service or product. The prepared product or service may be something the learner has produced themselves (for example jewellery), or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). For 2.3, the learner must demonstrate appropriate handling of money, for example the money should be kept in a safe place, in a secure box and out of sight. Photographic or video evidence could be used as well as a tutor witness statement.

For 2.4, the learner must explain at least two reasons why it is important to handle money correctly in an enterprise activity.

For 3.1 and 3.2, the learner needs to present simple financial records, showing costs and revenue for the enterprise activity. These should be accompanied, for 3.3, by at least two reasons (verbal or written) about the link between the success or failure of the enterprise activity and its financial performance.

For 4.1, learners should describe the skills they have learnt in the course of their activity. For 4.2, the learner must evaluate their involvement in the activity and comments on the skills that have been gained through the activity. The learner should describe at least two personal strengths. This feeds into 4.3, where the learner must describe at least two skills that they want to improve. This could be provided for example in written form, as part of a brief presentation witnessed by a tutor or completion of a self-assessment activity.

Suggested resources

Websites

www.businesslink.gov.uk	Business and Self-Employed: The Enterprise Education Trust
www.enterprise-education.org.uk	
www.enterpriseinschools.org.uk/enterpriseinschools/index.php	Enterprise in School - Access To Education Make Your Mark Speakeeasy4schools Striding Out
www.makeyourmark.org.uk	
www.speakeasydragons.com	
www.stridingout.co.uk	
www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation	Department of Education: 14–19 TeacherNet

Unit 26:

Project in Sustainability

Unit reference number: **L/504/9169**

QCF level: **2**

Credit value: **3**

Guided learning hours: **30**

Unit aim

The aim of this unit is to enable learners to undertake a practical or desktop project that will apply their knowledge of sustainability to their chosen environment.

Unit introduction

By undertaking this unit, learners will have the opportunity to study all aspects of sustainability in depth and then explore a main topic area of interest to them.

The topic should be selected from the eight sustainability-themed gateways. The project may be undertaken in the learner's centre or other suitable environment, such as their household or community.

Learners will have the opportunity to develop project management skills by planning and implementing their sustainability projects. By researching information for their projects, learners can begin to develop skills in selecting relevant evidence and rejecting biased or irrelevant information. Learners can also develop evaluative and reporting skills.

Learners should have the opportunity to investigate the latest developments in sustainability, legislation, international treaties and protocols that are topical at the time of undertaking the project.

Essential resources

Learners need access to suitable research facilities, such as library and internet resources. They must also be provided with appropriate PPE and personal hygiene facilities, for health and safety reasons, whilst undertaking any planned practical tasks.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Be able to plan a project to promote sustainability in a chosen environment	1.1 Select an environment giving reasons for choice 1.2 Select a suitable project, relating to chosen environment giving reasons for choice 1.3 Assess risks relating to project 1.4 Plan activities and agree deadlines	<i>Chosen environment:</i> choice of sustainability project from eight gateways, e.g. food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local well being, global dimension <i>Projects relating to chosen environment:</i> e.g. food waste, packaging waste, recycling materials, carbon emissions, sustainable energy uses
2 Be able to undertake a sustainability project	2.1 Research a sustainability project using information from different sources 2.2 Evaluate the relevance of information obtained	<i>Risk:</i> manage risks, e.g. relevant risks identified, appropriate risk assessments, health and safety, correct Personal Protective Equipment (PPE) <i>Plan:</i> aims and objectives; relevant topic; project outcomes; agree action plans with timelines; contingency planning <i>Project:</i> implementation; operations; health and safety; communication; project validity; information sources; methods used; results; other e.g. dates and times <i>Sources of information:</i> variety of information sources, e.g. written material, site visits, internet, previous learner work <i>Relevance of information:</i> relevance, e.g. identification of biased information, 'greenwash', unreliable or 'sensationalist' sources of information, independent sources of information

Learning outcomes		Assessment criteria	Unit amplification
3	Be able to report on a sustainability project	3.1 Produce a report on the findings of the sustainability project	<i>Report:</i> format, e.g. written, verbal, ICT-based presentation; results; outcomes; whether original aims and objectives have been achieved; bibliography
		3.2 Evaluate the conclusions from the report	<i>Conclusions:</i> formulate conclusions; usefulness of project; project outcomes
		3.3 Evaluate whether project aims were achieved	<i>Aims:</i> review success of project against original aims and objectives; project strengths; recommendations for improvement
		3.4 Recommend further project work based on conclusions	<i>Recommendations:</i> for further work, e.g. suggestion of topic(s) for future work, reasons for choice
4	Be able to review own performance	4.1 Evaluate own performance in planning and carrying out the project	<i>Evaluation:</i> feedback (from tutor, peers, others); own performance and/or that of group; effectiveness of the project; strengths and areas for improvement

Information for tutors

Delivery

Beyond an introductory session, delivery of the unit will involve supporting learners as they work through the project. Schemes of work will need to have some flexibility built into them to reflect this. All eight sustainability-themed gateways need to be introduced in this unit. For their project, learners select an area from the eight gateways. The project may be undertaken in the learner's centre of study or other suitable environment, such as their household or community. The project should help promote sustainability and raise an awareness in others.

Learners could visit a site, for example a recycling centre, or an employer could give a presentation regarding one of the sustainability-themed gateways. Learners may be able to base their project on facilities at a workplace they are familiar with, given suitable permission from the employer and tutor.

For learning outcome 1, learners will need to be supported by a formal teaching session to outline how to identify aims and objectives, plan and manage a project, and discuss the range of projects that can be supported by the centre's resources. Learners need to be made aware of any health and safety risks involved in undertaking the project, how to reduce risks, and how to prepare any necessary risk assessments. In most cases, either learners will prepare risk assessments which will be checked by the tutor, or, for routine tasks, existing risk assessments can be used. However, under exceptional circumstances, tutors may need to produce new risk assessments. At this stage, it should be determined whether the project is to be practical, desktop, or a combination of the two, and it is expected that learners may need some guidance around this issue.

For learning outcome 2, learners need guidance and supervision to ensure that they work safely, use the correct PPE and meet their deadlines. Delivery is likely to involve practical work, research and independent learner work. Centres can decide whether learners can collaborate with each other whilst undertaking the project, or whether they must work as individuals. A tutor observation record will need to be completed to confirm learner achievement.

For learning outcome 3, learners should produce a report or give a presentation. Delivery could include independent work, together with guidance regarding how to prepare the report in the preferred format.

Delivery of learning outcome 4 could be integrated with delivery of learning outcome 3, and could be delivered through group discussion. It may be advantageous to allow some time to provide feedback to learners for all four learning outcomes.

Assessment

For assessment criteria 1.1 learners need to select an environment from the eight gateways. For 1.2, learners need to identify a suitable project relating to the chosen environment and give a brief description as to the relevance of the project, and why they chose the topic area. For assessment criterion 1.3, learners need to show evidence of identifying and controlling risk. Evidence could include completed risk assessment(s) and lists of appropriate PPE. If the project is totally desktop based, there will be fewer health and safety issues, and this can be stated. For assessment criterion 1.4, learners need to produce a manageable action plan with appropriate dates and an indication of the required resources. It is advisable that learners complete, and are assessed on, these assessment criteria first. This interim assessment will give tutors the opportunity to ensure that any suggested project is feasible in the time available, and safe to undertake.

For assessment criteria 2.1 and 2.2, centres need to be vigilant to ensure that learners are able to differentiate between reputable and biased information (biased information may be circulated by groups with a vested interest, such as companies advertising so-called 'greenwash', or pressure groups wishing to gain publicity or increase donations). Learners can find it difficult to determine where vested interests lie, and are likely to need guidance. It may be possible for tutors to assess and review research before learners undertake any further assessment work to ensure that they have not been misled by biased information. There are tools available to assist tutors and learners with this issue, such as those developed by Engauge. A tutor observation record is required to confirm that the learner has carried out the project work.

The remaining assessment criteria (3.1, 3.2, 3.3, 3.4, and 4.1) can be assessed together. Evidence could take any suitable format, for example a report, ICT-based presentation, poster or any other format that enables learners to cover the unit content and achieve the assessment criteria.

Suggested resources

Websites

www.engageonline.co.uk	Engauge
www.environment-agency.gov.uk	Environment Agency
http://www.londonreusecommercial.org/	London re use commercial
www.sd-commission.org.uk	Sustainable Development Commission
www.wrap.org.uk	Waste and Resources Action Programme

13 Further information and useful publications

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

- Edexcel: www.edexcel.com/contactus
- BTEC: www.btec.co.uk/contactus
- Work-based learning: www.pearsonwbl.com/contactus
- Books, software and online resources for UK schools and colleges: www.pearsonschools.co.uk/contactus

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

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Additional resources

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

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- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Unit mapping overview

The table below shows the relationship between the new QCF qualifications in this specification and the predecessor qualifications: Edexcel Level 2 BTEC Award and Certificate in Personal and Social Development.

Old units	Understanding Personal Identity	Healthy Lifestyles	Managing Personal Risk	Personal and Social Relationships	Exploring the Impact of Diversity in our Communities	Career Progression	Financial Capability	Managing Financial and Career Risk	Economic and Business Understanding	The Role of the Individual in a Democratic Society
New units										
Understanding Personal Identity	F									
Exploring the Impact of Diversity in our Communities					F					
The Role of the Individual in a Democratic Society										F
Government and Justice in the UK										
Diversity in the Workplace										
Investigating Rights and Responsibilities at Work										
Healthy Lifestyles	F									
Managing Risk in Relation to Personal Safety, Health and Wellbeing		P								
Personal and Social Relationships				F						
Searching for a Job										
Applying for a Job										
Career Progression					P					
Exploring Career Choices										
Self-development for Your Learning and Career										
Skills for Employment										
Opportunities in Learning and Work										

Old units	Understanding Personal Identity	Healthy Lifestyles	Managing Personal Risk	Personal and Social Relationships	Exploring the Impact of Diversity in our Communities	Career Progression	Financial Capability	Managing Financial and Career Risk	Economic and Business Understanding	The Role of the Individual in a Democratic Society
New units										
Understanding Careers and Employment through Experiences of Work										
Learning from More Experienced People										
Practising Leadership Skills with Others										
How and Why Businesses Operate										
Economic and Business Understanding									P	
Saving and Spending							P			
Borrowing Money and Managing Risk						P				
Planning an Enterprise Activity										
Running an Enterprise Activity										
Project in Sustainability										

KEY

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

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

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

Old units		New units							
				Government and Justice		Skills for Employment		How and Why Businesses Operate	
Understanding Personal Identity		Rights and Responsibilities of a Citizen in a Democracy		The Changing Nature of Society in the United Kingdom		Worldwide Citizenship			
Exploring the Impact of Diversity in our Communities									
The Role of the Individual in a Democratic Society									
Government and Justice in the UK		F							
Diversity in the Workplace									
Investigating Rights and Responsibilities at Work									
Healthy Lifestyles									
Managing Risk in Relation to Personal Safety, Health and Wellbeing									
Personal and Social Relationships									
Searching for a Job						P			
Applying for a Job									
Career Progression									
Exploring Career Choices									
Self-development for Your Learning and Career						P			
Skills for Employment						F			
Opportunities in Learning and Work						P			
Understanding Careers and Employment through Experiences of Work								F	
Learning from More Experienced People								P	
Practising Leadership Skills with Others									

Old units		New units					
		Government and Justice		Skills for Employment		Opportunities in Learning and Work	
How and Why Businesses Operate		Rights and Responsibilities of a Citizen in a Democracy	The Changing Nature of Society in the United Kingdom	Worldwide Citizenship	Making Informed Career and Progression Choices	Understanding Careers and Employment through Experiences of Work	Learning From more Experienced People
Economic and Business Understanding							
Saving and Spending							
Borrowing Money and Managing Risk							
Planning an Enterprise Activity							
Running an Enterprise Activity							
Project in Sustainability							

KEY

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

Old units		Working Practices and Environments	Self-development for your Career	Exploring Career Choices	Career Management	Planning an Enterprise Activity	Running an Enterprise Activity	Practising Leadership Skills with Others	Project in Sustainability
New units									
Understanding Personal Identity									
Exploring the Impact of Diversity in our Communities									
The Role of the Individual in a Democratic Society									
Government and Justice in the UK									
Diversity in the Workplace									
Investigating Rights and Responsibilities at Work									
Healthy Lifestyles									
Managing Risk in Relation to Personal Safety, Health and Wellbeing									
Personal and Social Relationships									
Searching for a Job			P						
Applying for a Job			P						
Career Progression			P						
Exploring Career Choices		P	P						
Self-development for Your Learning and Career									
Skills for Employment									
Opportunities in Learning and Work									
Understanding Careers and Employment through Experiences of Work									
Learning from More Experienced People									

Old units	Working Practices and Environments	Self-development for your Career	Exploring Career Choices	Career Management	Planning an Enterprise Activity	Running an Enterprise Activity	Practising Leadership Skills with Others	Project in Sustainability
New units								
Practising Leadership Skills with Others								
How and Why Businesses Operate								
Economic and Business Understanding								
Saving and Spending								
Borrowing Money and Managing Risk								
Planning an Enterprise Activity				F				
Running an Enterprise Activity					F			
Project in Sustainability							F	

KEY

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

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