

**Pearson BTEC Entry Level
Award/Certificate in
Sustainability Skills (Entry 3)**

**Pearson BTEC Level 1
Award/Certificate in
Sustainability Skills**

**Pearson BTEC Level 2
Award/Certificate in
Sustainability Skills**

Specification

BTEC Specialist qualifications

For first teaching September 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel BTEC Entry Level Award/Certificate in Sustainability Skills (Entry 3) (QCF)

Edexcel BTEC Level 1 Award/Certificate in Sustainability Skills (QCF)

Edexcel BTEC Level 2 Award/Certificate in Sustainability Skills (QCF)

The QNs remain the same.

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

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**Summary of specification Issue 2 changes to:
Pearson BTEC Entry Level Award/Certificate in
Sustainability Skills (Entry 3)
Pearson BTEC Level 1 Award/Certificate in
Sustainability Skills
Pearson BTEC Level 2 Award/Certificate in
Sustainability Skills**

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	6-11
QCF references removed from unit titles and unit levels in all units	23-304
Guided learning definition updated	18

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

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

Qualification titles covered by this specification

Pearson BTEC Entry Level Award in Sustainability Skills (Entry 3)

Pearson BTEC Entry Level Certificate in Sustainability Skills (Entry 3)

Pearson BTEC Level 1 Award in Sustainability Skills

Pearson BTEC Level 1 Certificate in Sustainability Skills

Pearson BTEC Level 2 Award in Sustainability Skills

Pearson BTEC Level 2 Certificate in Sustainability Skills

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on the learners' final certification documentation.

The QNs for the qualifications in this publication are:

Pearson BTEC Entry Level Award in Sustainability Skills (Entry 3)	500/9388/5
Pearson BTEC Entry Level Certificate in Sustainability Skills (Entry 3)	500/9389/7
Pearson BTEC Level 1 Award in Sustainability Skills	500/9386/1
Pearson BTEC Level 1 Certificate in Sustainability Skills	500/9385/X
Pearson BTEC Level 2 Award in Sustainability Skills	500/9356/3
Pearson BTEC Level 2 Certificate in Sustainability Skills	500/9387/3

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

Welcome to Pearson BTEC Entry Level (Entry 3), Level 1, Level 2 Award/Certificate in Sustainability Skills

Focusing on the BTEC Entry Level (Entry 3), Level 1, Level 2 Award/Certificate in Sustainability Skills

The BTEC Entry Level (Entry 3), Level 1 and Level 2 Award/Certificate in Sustainability Skills are designed to provide opportunities for learners to:

- achieve a nationally recognised qualification
- develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life
- participate in the wider curriculum and community activities, promoting integrated learning.

In addition to the BTEC Specialist qualifications in Sustainability Skills, the qualification structure also provides an opportunity for learners to undertake a 3-credit Award in WorkSkills if centres select 3-credits from WorkSkills units available within the structures:

- Developing Personal Skills for Leadership (2 credits)
- Practising Leadership Skills with Others (2 credits)
- Working in a Team (3 credits).

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

Qualification titles covered by this specification	1
What are BTEC Entry to Level 3 Specialist qualifications?	1
Key features of the Pearson BTEC Entry Level (Entry 3), Level 1, Level 2 Award/Certificate in Sustainability Skills	2
Rules of combination	4
Rules of combination for the Pearson BTEC Entry Level (Entry 3), Level 1, Level 2 Award/Certificate in Sustainability Skills qualifications	4
Pearson BTEC Entry Level Award in Sustainability Skills (Entry 3)	4
Pearson BTEC Entry Level Certificate in Sustainability Skills (Entry 3)	4
Pearson BTEC Level 1 Award in Sustainability Skills	4
Pearson BTEC Level 1 Certificate in Sustainability Skills	4
Pearson BTEC Level 2 Award in Sustainability Skills	4
Pearson BTEC Level 2 Certificate in Sustainability Skills	4
Pearson BTEC Entry Level Award in Sustainability Skills (Entry 3)	6
Pearson BTEC Entry Level Certificate in Sustainability Skills (Entry 3)	7
Pearson BTEC Level 1 Award in Sustainability Skills	8
Pearson BTEC Level 1 Certificate in Sustainability Skills	9
Pearson BTEC Level 2 Award in Sustainability Skills	10
Pearson BTEC Level 2 Certificate in Sustainability Skills	11
Assessment	12
Quality assurance	14
Approval	14
Quality Assurance Guidance	14
Programme design and delivery	15
Mode of delivery	15
Resources	15
Delivery approach	15
Access and recruitment	16
Restrictions on learner entry	16
Access arrangements and special considerations	17

Recognition of Prior Learning	17
Unit format	18
Unit title	18
Unit reference number	18
Level	18
Credit value	18
Guided learning hours	18
Unit aim	18
Unit introduction	18
Learning outcomes	18
Assessment criteria	19
Unit content	19
Relationship between content and assessment criteria	19
Content structure and terminology	19
Essential guidance for tutors	20
Entry 3 units	21
Unit 1: Project in Sustainability	23
Unit 2: Healthy Living	29
Unit 3: Sustainability and Our Environment	35
Unit 4: Shopping and Waste Management	41
Unit 5: Developing Self	47
Unit 6: Managing Social Relationships	54
Unit 7: Working in a Team	60
Unit 8: Working Towards Goals	66
Unit 9: Dealing with Problems in Daily Life	73
Unit 10: Individual Rights and Responsibilities	79
Unit 11: Community Action	85
Level 1 units	92
Unit 12: Project in Sustainability	94
Unit 13: Healthy Living	100
Unit 14: Healthy Lifestyles	106
Unit 15: Sustainable Buildings	112
Unit 16: Purchasing and Waste Management	119
Unit 17: Understanding Personal Identity	125

Unit 18: Personal and Social Relationships	132
Unit 19: Exploring the Impact of Diversity in our Communities	138
Unit 20: Working in a Team	145
Unit 21: Working Towards Goals	151
Unit 22: Dealing with Problems in Daily Life	158
Unit 23: Individual Rights and Responsibilities	166
Unit 24: Community Action	173
Unit 25: Rights and Responsibilities of a Citizen in a Democracy	179
Unit 26: The Changing Nature of Society in the United Kingdom	185
Unit 27: The Role of the United Kingdom in Worldwide Organisations	191
Unit 28: Developing Personal Skills for Leadership	197
Unit 29: Practising Leadership Skills with Others	205
Level 2 units	211
Unit 30: Project in Sustainability	213
Unit 31: Healthy Lifestyles	220
Unit 32: Sustainable Buildings	226
Unit 33: Procurement and Waste Management	232
Unit 34: Understanding Personal Identity	238
Unit 35: Personal and Social Relationships	244
Unit 36: Exploring the Impact of Diversity in our Communities	250
Unit 37: Working in a Team	256
Unit 38: Learning from More Experienced People	263
Unit 39: Rights and Responsibilities of a Citizen in a Democracy	269
Unit 40: The Changing Nature of Society in the United Kingdom	277
Unit 41: Worldwide Citizenship	286
Unit 42: Developing Personal Skills for Leadership	292
Unit 43: Practising Leadership Skills with Others	299
Further information and useful publications	305
Professional development and training	306
Annexe A	307
Links to sustainability-themed gateways	307
Annexe B	309
Wider curriculum mapping	309

What are BTEC Entry to Level 3 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Key features of the Pearson BTEC Entry Level (Entry 3), Level 1, Level 2 Award/Certificate in Sustainability Skills

The Pearson BTEC Specialist qualifications in Sustainability Skills have been developed to give learners the opportunity to:

- gain a nationally recognised qualification in sustainability designed to cover eight sustainability-themed gateways:
 - Food and drink
 - Energy and water
 - Travel and traffic
 - Purchasing and waste
 - Buildings and grounds
 - Inclusion and participation
 - Local wellbeing
 - Global dimension

(Annexe A shows the links between BTEC units and the sustainability gateways)

- access unitised learning opportunities. The qualification structure offers a flexible programme of study to meet the needs of learners and their career aspirations
- participate in the wider curriculum and community activities, promoting integrated learning
- engage in learning which is relevant to them, providing opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. The mandatory *Project in Sustainability* unit gives learners a sense of ownership of sustainability, and an opportunity to develop practical skills in sustainability
- gain knowledge, understanding and skills needed to encourage an awareness of sustainability in others, thus helping to safeguard and promote a future for all through good citizenship.

The qualifications have been developed with specialist support from the Engauge project group (West Sussex County Council) who have created SusGauge, an on-line self assessment tool covering all areas of sustainability. Engauge also provides resources to identify, educate and inspire a new generation of young people. These resources, together with information on how to use SusGauge is available at: www.engaugeonline.co.uk.

In addition to the BTEC Specialist qualifications in Sustainability Skills, the qualification structure also provides an opportunity for learners to undertake a 3-credit Award in WorkSkills if centres select 3-credits from WorkSkills units available within the structures:

- Developing Personal Skills for Leadership (2 credits)
- Practising Leadership Skills with Others (2 credits)
- Working in a Team (3 credits).

Following successful completion of their programme of study, learners could progress to employment or further education and training in the applied science, sport, construction, land-based or other appropriate sector.

Rules of combination

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

Rules of combination for the Pearson BTEC Entry Level (Entry 3), Level 1, Level 2 Award/Certificate in Sustainability Skills qualifications

When combining units for the Pearson BTEC Entry Level (Entry 3), Level 1, Level 2 Award/Certificate in Sustainability Skills, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Entry Level Award in Sustainability Skills (Entry 3)

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

Pearson BTEC Entry Level Certificate in Sustainability Skills (Entry 3)

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

Pearson BTEC Level 1 Award in Sustainability Skills

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

Pearson BTEC Level 1 Certificate in Sustainability Skills

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

Pearson BTEC Level 2 Award in Sustainability Skills

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

Pearson BTEC Level 2 Certificate in Sustainability Skills

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

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

Pearson BTEC Entry Level Award in Sustainability Skills (Entry 3)

The Pearson BTEC Entry Level Award in Sustainability Skills (Entry 3) is a 6-credit qualification that consists of one mandatory unit **plus** optional units that provide for a combined total of 6 credits (where at least 4 credits must be at Entry 3 Level).

The Total Qualification Time (TQT) for this qualification is 60.

Pearson BTEC Entry Level Award in Sustainability Skills (Entry 3)			
Unit	Mandatory unit	Credit	Level
1	Project in Sustainability	3	Entry 3
Unit	Optional units		
2	Healthy Living	2	Entry 3
3	Sustainability and Our Environment	1	Entry 3
4	Shopping and Waste Management	1	Entry 3
5	Developing Self	2	Entry 3
6	Managing Social Relationships	2	Entry 3
7	Working in a Team*	3	Entry 3
8	Working Towards Goals	2	Entry 3
9	Dealing with Problems in Daily Life	2	Entry 3
10	Individual Rights and Responsibilities	1	Entry 3
11	Community Action	2	Entry 3

It is possible to combine these units with Level 1 and Level 2 units from the BTEC Specialist qualifications in Sustainability Skills, as long as the rules of combination are adhered to. These units are tabulated in the pages that follow.

* This unit forms part of the WorkSkills suite from Pearson.

Pearson BTEC Entry Level Certificate in Sustainability Skills (Entry 3)

The Pearson BTEC Entry Level Certificate in Sustainability Skills (Entry 3) is a 13-credit qualification that consists of one mandatory unit **plus** optional units that provide for a combined total of 13 credits (where at least 7 credits must be at Entry 3 Level).

The Total Qualification Time (TQT) for this qualification is 130.

Pearson BTEC Entry Level Certificate in Sustainability Skills (Entry 3)			
Unit	Mandatory unit	Credit	Level
1	Project in Sustainability	3	Entry 3
Unit	Optional units		
2	Healthy Living	2	Entry 3
3	Sustainability and Our Environment	1	Entry 3
4	Shopping and Waste Management	1	Entry 3
5	Developing Self	2	Entry 3
6	Managing Social Relationships	2	Entry 3
7	Working in a Team*	3	Entry 3
8	Working Towards Goals	2	Entry 3
9	Dealing with Problems in Daily Life	2	Entry 3
10	Individual Rights and Responsibilities	1	Entry 3
11	Community Action	2	Entry 3

It is possible to combine these units with Level 1 and Level 2 units from the BTEC Specialist qualifications in Sustainability Skills, as long as the rules of combination are adhered to. These units are tabulated in the pages that follow.

* This unit forms part of the WorkSkills suite from Pearson.

Pearson BTEC Level 1 Award in Sustainability Skills

The Pearson BTEC Level 1 Award in Sustainability Skills is a 6-credit qualification that consists of one mandatory unit **plus** optional units that provide for a combined total of 6 credits (where at least 4 credits must be at Level 1).

The Total Qualification Time (TQT) for this qualification is 60.

Pearson BTEC Level 1 Award in Sustainability Skills			
Unit	Mandatory unit	Credit	Level
12	Project in Sustainability	3	1
Unit	Optional units		
13	Healthy Living	2	1
14	Healthy Lifestyles	1	1
15	Sustainable Buildings	1	1
16	Purchasing and Waste Management	1	1
17	Understanding Personal Identity	1	1
18	Personal and Social Relationships	1	1
19	Exploring the Impact of Diversity in our Communities	1	1
20	Working in a Team*	3	1
21	Working Towards Goals	2	1
22	Dealing with Problems in Daily Life	2	1
23	Individual Rights and Responsibilities	1	1
24	Community Action	2	1
25	Rights and Responsibilities of a Citizen in a Democracy	1	1
26	The Changing Nature of Society in the United Kingdom	1	1
27	The Role of the United Kingdom in Worldwide Organisations	1	1
28	Developing Personal Skills for Leadership*	2	1
29	Practising Leadership Skills with Others*	2	1

It is possible to combine these units with Entry Level (Entry 3) and Level 2 units from the BTEC Specialist qualifications in Sustainability Skills, as long as the rules of combination are adhered to.

* These units form part of the WorkSkills suite from Pearson.

Pearson BTEC Level 1 Certificate in Sustainability Skills

The Pearson BTEC Level 1 Certificate in Sustainability Skills is a 13-credit qualification that consists of one mandatory unit **plus** optional units that provide for a combined total of 13 credits (where at least 7 credits must be at Level 1).

The Total Qualification Time (TQT) for this qualification is 130.

Pearson BTEC Level 1 Certificate in Sustainability Skills			
Unit	Mandatory unit	Credit	Level
12	Project in Sustainability	3	1
Unit	Optional units		
13	Healthy Living	2	1
14	Healthy Lifestyles	1	1
15	Sustainable Buildings	1	1
16	Purchasing and Waste Management	1	1
17	Understanding Personal Identity	1	1
18	Personal and Social Relationships	1	1
19	Exploring the Impact of Diversity in our Communities	1	1
20	Working in a Team*	3	1
21	Working Towards Goals	2	1
22	Dealing with Problems in Daily Life	2	1
23	Individual Rights and Responsibilities	1	1
24	Community Action	2	1
25	Rights and Responsibilities of a Citizen in a Democracy	1	1
26	The Changing Nature of Society in the United Kingdom	1	1
27	The Role of the United Kingdom in Worldwide Organisations	1	1
28	Developing Personal Skills for Leadership*	2	1
29	Practising Leadership Skills with Others*	2	1

It is possible to combine these units with Entry Level (Entry 3) and Level 2 units from the BTEC Specialist qualifications in Sustainability Skills, as long as the rules of combination are adhered to.

* These units form part of the WorkSkills suite from Pearson.

Pearson BTEC Level 2 Award in Sustainability Skills

The Pearson BTEC Level 2 Award in Sustainability Skills is a 6-credit qualification that consists of one mandatory unit **plus** optional units that provide for a combined total of 6 credits (where at least 4 credits must be at Level 2).

The Total Qualification Time (TQT) for this qualification is 60.

Pearson BTEC Level 2 Award in Sustainability Skills			
Unit	Mandatory unit	Credit	Level
30	Project in Sustainability	3	2
Unit	Optional units		
31	Healthy Lifestyles	1	2
32	Sustainable Buildings	1	2
33	Procurement and Waste Management	1	2
34	Understanding Personal Identity	1	2
35	Personal and Social Relationships	1	2
36	Exploring the Impact of Diversity in our Communities	1	2
37	Working in a Team*	3	2
38	Learning from More Experienced People	2	2
39	Rights and Responsibilities of a Citizen in a Democracy	1	2
40	The Changing Nature of Society in the United Kingdom	1	2
41	Worldwide Citizenship	1	2
42	Developing Personal Skills for Leadership*	2	2
43	Practising Leadership Skills with Others*	2	2

It is possible to combine these units with Entry Level (Entry 3) and Level 1 units from the BTEC Specialist qualifications in Sustainability Skills, as long as the rules of combination are adhered to.

* These units form part of the WorkSkills suite from Pearson.

Pearson BTEC Level 2 Certificate in Sustainability Skills

The Pearson BTEC Level 2 Certificate in Sustainability Skills is a 13-credit qualification that consists of one mandatory unit **plus** optional units that provide for a combined total of 13 credits (where at least 7 credits must be at Level 2).

The Total Qualification Time (TQT) for this qualification is 130.

Pearson BTEC Level 2 Certificate in Sustainability Skills			
Unit	Mandatory unit	Credit	Level
30	Project in Sustainability	3	2
Unit	Optional units		
31	Healthy Lifestyles	1	2
32	Sustainable Buildings	1	2
33	Procurement and Waste Management	1	2
34	Understanding Personal Identity	1	2
35	Personal and Social Relationships	1	2
36	Exploring the Impact of Diversity in our Communities	1	2
37	Working in a Team*	3	2
38	Learning from More Experienced People	2	2
39	Rights and Responsibilities of a Citizen in a Democracy	1	2
40	The Changing Nature of Society in the United Kingdom	1	2
41	Worldwide Citizenship	1	2
42	Developing Personal Skills for Leadership*	2	2
43	Practising Leadership Skills with Others*	2	2

It is possible to combine these units with the Entry Level (Entry 3) and Level 1 units from the BTEC Specialist qualifications in Sustainability Skills, as long as the rules of combination are adhered to.

* These units form part of the WorkSkills suite from Pearson.

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

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

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

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

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

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

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

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

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC Entry to Level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

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

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

Quality assurance

Pearson BTEC Entry to Level 3 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Entry Level (Entry 3), Level 1 and Level 2 Award/Certificate in Sustainability Skills must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Pearson BTEC Entry to Level 3 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

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

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

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Entry to Level 3 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not define the mode of delivery for the Pearson BTEC Entry Level (Entry 3), Level 1 and Level 2 Award/Certificate in Sustainability Skills qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learner's needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

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

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

Resources

Pearson BTEC Entry Level (Entry 3), Level 1 and Level 2 Award/Certificate in Sustainability Skills qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

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

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Entry Level (Entry 3), Level 1 and Level 2 Award/Certificate in Sustainability Skills qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to

apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Access and recruitment

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

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

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

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

Restrictions on learner entry

The Pearson BTEC Entry Level (Entry 3), Level 1 and Level 2 Award/Certificate in Sustainability Skills qualifications are accredited on the for learners aged 14 and above.

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

Access arrangements and special considerations

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

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

Recognition of Prior Learning

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

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

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

Unit format

Each unit has the following sections:

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

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

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

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

Assessment criteria

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

Unit content

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

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

Relationship between content and assessment criteria

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

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

Content structure and terminology

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

- Learning outcome: this is shown in **bold** at the beginning of each section of content
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element
- Brackets contain amplification of content which must be covered in the delivery of the unit
- 'eg' is a list of examples, used for indicative amplification of an element, (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

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

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Entry 3 units

Unit 1: Project in Sustainability

Unit reference number: D/601/3156

Level: Entry 3

Credit value: 3

Unit aim

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

Unit introduction

By undertaking this unit, learners will have the opportunity to initially study all aspects of sustainability in depth, then explore a main topic area of interest to them in relation to their place of study. Learners will select a topic from the eight sustainability-themed gateways.

Learners will have the opportunity to develop project management skills by implementing their sustainability projects. Learners can develop basic skills in selecting relevant evidence and rejecting biased or irrelevant information when researching information for their projects. Learners can also develop skills in handling and presenting information.

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Be able to plan a project to promote sustainability in their place of study	1.1 identify a suitable project 1.2 plan activities to given deadlines 1.3 identify possible risks
2 Be able to undertake a practical sustainability project	2.1 undertake the chosen project
3 Be able to present the results of a sustainability project	3.1 list the results of the sustainability project 3.2 make a recommendation
4 Be able to reflect on the sustainability project	4.1 reflect on how the project meets its objectives 4.2 list strengths and areas for improvement

Unit content

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

Project: choice of sustainability project from eight gateways eg food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local wellbeing, global dimension

Plan: aims; objectives; agree activities to given timelines

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

2 **Be able to undertake a practical sustainability project**

Project: implementation; operations; health and safety; communication

3 **Be able to present the results of a sustainability project**

Results: record; report results; outcomes

Recommendation: formulate a recommendation based on project outcomes

4 **Be able to reflect on the sustainability project**

Objectives: how the project meets the original aims and objectives

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

Essential guidance for tutors

Delivery

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

To gain background knowledge and understanding, learners could visit a site, for example a recycling centre, or an employer could give a presentation regarding one of the eight sustainability gateways. Some local authorities have Waste Education Teams, or similar, who are willing to visit centres to give presentations regarding sustainability issues, and may provide other resources.

Within the confines of the centre's resources, learners may have some autonomy with regard to the management and planning of the project, although once the project title has been chosen, it is expected that learners will be given a rigid plan to follow. Beyond an introductory session, delivery of the unit will involve supporting learners as they work through the project, therefore schemes of work will need to have some flexibility built into them to reflect this. Group work and peer tutoring can be used at any stage of the project where the tutor considers this appropriate.

For learning outcome 1, learners need to be supported by a formal teaching session to outline how to plan and manage a project, and to discuss the range of projects that can be supported by the centre's resources. Learners need to be made aware of any health and safety risks involved in carrying out the project, and how to reduce risks. In most cases, learners will identify risks, which will be checked by the tutor. The tutor will then prepare risk assessments and talk them through with learners. The project will be practical, with only limited research, and it is expected that learners may need substantial guidance regarding their choice of project.

For learning outcome 2, learners will need guidance and supervision to ensure that they work safely, use the correct PPE and maintain their deadlines. Centres can decide whether learners can collaborate with each other whilst undertaking the project, or whether they will work as individuals. It is recommended that learners receive tutor support throughout the duration of the project, which needs to be built into the tutor's scheme of work. An assessor's observation record will need to be completed to confirm learner achievement.

For learning outcome 3, learners could produce an annotated list and/or give a presentation. Recommendations could take the form of a leaflet, poster, presentation, or any other suitable format appropriate to the cohort and centre. Tutors need to complete a suitable witness statement to support learners' presentations.

Delivery of learning outcome 4 could be integrated with delivery of learning outcome 3, and could be a tutorial and/or group discussion supported by a tutor witness statement. It may be advantageous to allow some additional time to provide feedback to learners for all four learning outcomes.

Assessment

For assessment criterion 1.1, learners need to provide a title and a brief description of the project objective. For assessment criterion 1.2, learners need to produce a list of appropriate activities, against the dates given by the tutor, and an indication of the required resources. To guide learners, tutors may wish to provide an action plan template, on which they can enter their activities. For assessment criterion 1.3, learners could provide evidence of undertaking a risk assessment and produce lists of PPE etc. It is advisable that learners complete, and are assessed on, these assessment criteria before moving on to the other assessment criteria in the unit. This 'interim assessment' will give tutors the opportunity to ensure that the suggested project is feasible in the time available, and safe to undertake.

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

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

The remaining assessment criteria (3.1, 3.2, 4.1, and 4.2) could be assessed together. Evidence could take any suitable format, for example a report, ICT-based presentation, poster or any other format that allows learners to cover the unit content and achieve the assessment criteria. For assessment criterion 4.2, learners could present a table of the project's strengths and areas for improvement.

Group work can be used during the assessment process. However, if learners work as part of a group, each learner must provide sufficient evidence on an individual basis to meet all the assessment criteria.

Essential resources

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

Indicative resource materials

Websites

Department for Environment, Food and Rural Affairs	www.defra.gov.uk
Engauge	www.engaugeonline.co.uk
Environment Agency	www.environment-agency.gov.uk
Envirowise	www.envirowise.gov.uk
Green-Works	www.green-works.co.uk

Sustainable Development Commission	www.sd-commission.org.uk
TeacherNet	www.teachernet.gov.uk/sustainable-schools
Waste and Resources Action Programme	www.wrap.org.uk

Unit 2: Healthy Living

Unit reference number: T/502/0460

Level: **Entry 3**

Credit value: **2**

Unit aim

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

Unit introduction

This unit aims to help learners understand what is needed and the contributions they can make to live a healthy lifestyle. Healthy living is crucial to the physical, social and mental wellbeing of all human beings. There is considerable concern from governments and worldwide organisations that many people in modern society are living lifestyles that are detrimental to their health. It is therefore, essential that learners are aware of the importance of a healthy lifestyle and simple ways in which they can improve their own health.

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

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

Completing this unit will contribute to the development of learners' overall personal and social development. They will develop knowledge and understanding that will help them make choices, get appropriate information or help and plan their own healthy living activities in the future and to encourage informed choices for themselves and those close to them.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand what is needed to lead a healthy lifestyle	1.1 describe what they can do to contribute to a healthy lifestyle 1.2 choose appropriate activities that can make an improvement to their lifestyle
2 Demonstrate how they contribute to own healthy lifestyle	2.1 carry out activities to contribute to a healthy lifestyle 2.2 describe how the activities have improved their lifestyle

Unit content

1 Understand what is needed to lead a healthy lifestyle

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

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

2 Demonstrate how they contribute to own healthy lifestyle

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

Describing improvements to lifestyle: simple ways of showing how the activities have improved own lifestyle eg having swapped fruit for high sugar snacks or walking to friend's house instead of getting a lift, added benefits of being outside, able to look at environment and note seasonal changes

Essential guidance for tutors

Delivery

This unit gives tutors the opportunity to use a wide range of active learning methods and to tailor them to the particular interests of the groups and individuals concerned. The main focus should be on the learner developing knowledge that helps them to understand aspects of healthy living and apply that knowledge to their own lifestyle.

In learning outcome 1 tutors should encourage learners to explore what is meant by a healthy lifestyle and identify some of the factors that may be involved. This could be achieved through general discussions, examining case studies or excerpts from appropriate, popular TV programmes. Tutors will need to review the content and suitability of these taking into account the age, maturity and understanding of their particular learners. Learners could be guided to appropriate websites on healthy eating, especially those with an interactive element. Learners could use the traffic light system to categorise foods on a menu or in typical meals and then suggest changes to make the meals or menu healthier. If suitable facilities are available simple, practical food preparation activities could be planned and carried out and if not learners could produce pictorial or written examples of healthy meals or menus.

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

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

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

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

In learning outcome 2 learners will need to practise making plans and have support and guidance in carrying them out, this could be done in one-to-one or small-group

tutorials. Learners could be taught simple ways to measure their own progress, for example, recording the amount of exercise taken or fruit and vegetables eaten per day and comparing this to the target set. They could practise identifying improvements in lifestyle by reviewing the plans of their peers or exemplar case studies.

Throughout the unit learners will reflect on different aspects of their lives. These may be very personal and therefore tutors will need to create a safe environment in which sensitive information can be shared. Learners and tutors must agree clear guidelines on classroom behaviour, to respect confidentiality, equality and diversity.

Assessment

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

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

Learners must carry out at least two activities to meet the requirements for 2.1. Evidence could be a completed written or photographic diary, tutor observation reports, witness statements or evidence from another recognised activity, for example Duke of Edinburgh record book or signed record of attendance at a sports club. Activities could be carried out as a group within the learning environment as long as each individual learner can demonstrate their individual contribution.

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

Essential resources

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

Indicative resource materials

Websites

The A-Z of drugs

www.talktofrank.com

British Dental Health Foundation – Information leaflets

www.dentalhealth.org.uk/faqs/browseleaflets.php

British Nutrition Foundation	www.nutrition.org.uk
Connexions – Information and advice for young people	www.connexions-direct.com/
Engauge	www.engaugeonline.co.uk
Food Standards Agency – Healthy diet	www.eatwell.gov.uk/healthydiet/
Food Standards Agency – Traffic light labelling	www.eatwell.gov.uk/foodlabels/trafficlights/
Herts Sports Partnership – Health benefits of exercise	www.sportinherts.org.uk/getactive/healthbenefits/healthbenefits/default.asp
Home Office Crime Reduction – Personal safety	www.crimereduction.homeoffice.gov.uk/personalsafety.htm
Royal Society for the Prevention of Accidents – road safety resources for teachers	www.rospa.com/roadsafety/resources/teachers.htm

Unit 3: Sustainability and Our Environment

Unit reference number: K/601/3158

Level: Entry 3

Credit value: 1

Unit aim

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

Unit introduction

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

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

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know why sustainability is important	1.1 outline the effects of global warming 1.2 give examples of what sustainability means
2 Know how sustainability meets our needs	2.1 state how sustainability helps our environment 2.2 give ways in which a building can be sustainable to meet our needs

Unit content

1 **Know why sustainability is important**

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

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

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

2 **Know how sustainability meets our needs**

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

Assessment

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

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

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

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

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

Essential resources

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

Indicative resource materials

Textbooks

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

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

Websites

Education.Com	www.education.com/topic/family-green-living/
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Engauge	www.engaugeonline.co.uk
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Environmental research	www.environmentalresearchweb.org/cws/home
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DVD

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

Unit 4: Shopping and Waste Management

Unit reference number: T/601/3163

Level: Entry 3

Credit value: 1

Unit aim

This unit develops learners' awareness of sustainability regarding purchasing and waste management decisions, primarily in relation to their place of study.

Unit introduction

The media frequently contains articles concerning issues relating to ethical and sustainable shopping, excessive waste production and the problems of disposing of waste. In many cases, publicity focuses on global problems and proposals for large-scale solutions. However, a large number of small decisions by individuals can make a major contribution to developing a sustainable society over the long term.

By studying this unit, learners are encouraged to investigate, on a personal level, the small steps that can be made by individuals to shop and manage waste in such a way that contributes to a sustainable society.

The unit is designed to encourage learners to make practical contributions to sustainability, primarily in relation to their place of study, by making considered choices regarding shopping and waste management.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the definition of sustainable personal shopping	1.1 list examples of sustainable personal shopping
2 Know waste that can be reduced, reused, recycled or composted	2.1 identify waste that can be reduced whilst shopping 2.2 identify waste that can be reused 2.3 identify waste that can be recycled 2.4 identify waste that can be composted
3 Be able to apply their understanding of waste management in a practical scenario	3.1 carry out a waste management exercise to meet given objectives
4 Be able to identify facilities for sustainable waste management	4.1 demonstrate where sustainable waste management facilities can be found in the local area

Unit content

1 **Know the definition of sustainable personal shopping**

Sustainable personal shopping: definition of sustainability eg UK Government's – development which meets the needs of the present without compromising the ability of future generations to meet their own needs; define sustainability using suitable examples eg origin of goods, packaging, energy use, excessive purchasing, working conditions and fair pay, local sourcing

2 **Know waste that can be reduced, reused, recycled or composted**

Reduce: waste reduction eg reduced packaging, not over-purchasing

Reuse: for the original purpose eg milk bottles, reusable containers, reusable shopping bags, consumer goods; reuse for a different purpose eg food container as a storage receptacle

Recycle: waste recycling eg glass, plastic, paper, cardboard

Compost: complying with current legislation; types of waste suitable eg plant waste; methods and techniques of composting eg small scale, commercial

3 **Be able to apply their understanding of waste management in a practical scenario**

Waste management exercise: practical scenario eg sorting waste into appropriate waste streams, composting, finding opportunities to reuse waste; health and safety; Personal Protective Equipment (PPE); appropriate legislation eg Health and Safety at Work Act (1974), Environmental Protection Act (1990)

4 **Be able to identify facilities for sustainable waste management**

Waste management facilities: recycling points; waste bins; other eg composting points, opportunities for reuse of materials/goods, hazardous waste, electrical and electronic equipment waste

Essential guidance for tutors

Delivery

Delivery of the unit will concentrate on shopping and waste management decisions primarily in relation to learners' place of study. This could include any materials brought into the centre to support learners' studies, or any product (including packaging) intended for consumption or use on site. However, this approach does not exclude tutors from using wider examples, where appropriate.

For learning outcome 1, it is anticipated that tutors will give learners a simple definition of sustainability. However, the focus will be on providing examples. It would be preferable to use basic, obvious examples such as reducing packaging or reusing shopping bags, and could include FairTrade and organic food.

For learning outcome 2, learners need to know waste that can be reduced, reused, recycled or composted. It is possible to link delivery of this learning outcome with that of learning outcomes 3 and 4. It can be delivered practically, possibly via asking learners to save recyclable/reusable/compostable material over a period of time and sort it into waste streams, identifying any opportunities for waste reduction. The learning outcome could also be delivered using simulation.

For learning outcome 3, learners will have the opportunity to undertake an appropriate waste management exercise in negotiation with the tutor. For example, sorting refuse into appropriate waste streams, or collecting material for recycling or composting. However, tutors are free to interpret the learning outcome flexibly. For example, the exercise could involve the opportunity for learners and others to exchange reusable material they no longer need in a 'swap shop', collect unwanted consumer goods for a charity, or to design posters to identify waste disposal points or areas.

Learning outcome 4 can be delivered practically. For example, learners could undertake a guided walk around the specified area and conduct a short investigation. Delivering this learning outcome also gives tutors the opportunity to raise other waste management issues, such as the safe disposal of hazardous waste. Appropriate examples would depend on the centre's resources, but could include safe disposal of waste electrical and electronic equipment, printer consumables, low energy light bulbs/fluorescent tubes or batteries.

The unit could be supported by visits to sites where waste is composted, sorted and recycled. It might be possible to invite a speaker to the centre and explain how shopping can be made more sustainable. It may also be possible to invite a representative from the retail or packaging industry to discuss reducing or reusing packaging materials and receptacles, as well as developments in sustainable or recyclable packaging.

Assessment

Assessment of the unit will be based mainly on shopping and waste management decisions primarily in relation to learners' place of study. However, this does not exclude learners from gathering material from other sites as evidence towards meeting the assessment criteria, if appropriate.

For assessment criterion 1.1, it would be appropriate to give learners a definition of sustainability and, following group discussion, allow them to demonstrate their knowledge by citing suitable examples. Tutors can use any suitable assessment methodology. For example, learners could produce a suitable list individually and, following a group discussion, could produce a group list or poster collectively. If group work is used, each learner's contribution needs to be evidenced, and each learner needs to individually provide sufficient evidence to meet the assessment criterion. Tutors should use an assessor's observation record to document learner achievement.

To meet all the assessment criteria for learning outcome 2, learners need to demonstrate their ability to recognise which categories different waste products belong to. The criteria could be assessed in conjunction with criteria from other learning outcomes, and could be incorporated into a practical exercise. However, if resources limit the opportunities for practicals, simulation could be used. For example a waste game, where learners are given cards with pictures of different waste and place them on the appropriate square on a board, which has been marked with reduce, reuse, recycle, or compost. Another possibility would be to produce posters illustrating types of waste that can be reduced, reused, recycled or composted for display in a given area of the centre. Group work is acceptable but the contributions of individual learners must be indicated.

For assessment criterion 3.1, learners need to undertake a practical waste management task that will be assessed by the tutor. Evidence should be recorded in the form of an assessor's observation record, alongside assessment evidence produced by learners (for example annotated photographs or a video diary). It is anticipated that the tutor will give learners as much flexibility in their choice of subject as resources allow. However, the timescales, organisation of resources etc. will be the responsibility of the tutor. The tutor will need to ensure that learners work safely, use the correct PPE and follow appropriate legislative requirements at all times, compliance can be recorded on the assessor's observation record.

For assessment criterion 4.1, learners could draw a map illustrating the waste management facilities located within a specified area (or mark these facilities on a given map or plan). Tutors can determine the area in which learners identify facilities for sustainable waste management. For example, this could range from a building to a settlement. The choice is likely to be the smallest area in which an appropriate range of waste management facilities is located. This could involve group work provided that individual learner's contributions are suitably indicated and recorded. Under some circumstances (for example a new building), learners could indicate where they think sustainable waste disposal points could be located. Tutors may wish to use this assessment criterion to briefly assess whether learners are able to dispose of other waste products (for example hazardous or electrical waste) sustainably.

Essential resources

Learners will require access to suitable library and internet resources. They must also be provided with appropriate PPE and personal hygiene facilities, for health and safety considerations, whilst undertaking practical tasks.

Indicative resource materials

Textbooks

Clark D – *The Rough Guide to Ethical Shopping* (Rough Guides Ltd, 2006)
ISBN 9781843537922

McCarthy D – *Saving the Planet without Costing the Earth* (Fusion Press, 2004)
ISBN 9781904132394

Websites

Department for Environment, Food and Rural Affairs	www.defra.gov.uk/waste
Engauge	www.engaugeonline.co.uk
Environment Agency	www.environment-agency.gov.uk/subjects/waste
Envirowise	www.envirowise.gov.uk
Ethical Consumer Magazine	www.ethicalconsumer.org
Fairtrade Schools	www.fairtrade.org.uk/schools
Freecycle	www.freecycle.org
Furniture Reuse Network	www.frn.org.uk
Green-Works	www.green-works.co.uk
Recycle Now	www.recyclenow.com/schools
Story of Stuff	www.storyofstuff.com
Sustainable Development Commission	www.defra.gov.uk/sustainable/government
The Fair Trade foundation	www.fairtrade.org.uk
Waste and Resources Action	www.wrap.org.uk
Waste Management Awareness	www.wasteawareness.org

Unit 5: Developing Self

Unit reference number: M/502/0456

Level: Entry 3

Credit value: 2

Unit aim

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

Unit introduction

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

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

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

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

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

1 **Understand how to identify areas for self-development**

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

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

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

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

3 **Be able to demonstrate how they have developed personal skills**

Reviewing development: ways to review eg reflect on log, consider overall progress, review successes, recognise less successful areas; work with different people and communities eg church, youth club, surgery, local shops, at home with family, friends and neighbours; decide ways to continue development of personal skills eg practise, less successful areas identified further training

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

guidance from the tutor, could make suggestions for ways to continue to develop their personal skills.

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

Assessment

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

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

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

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

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

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

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

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

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

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Websites

Engauge

www.engageonline.co.uk

Life coach – information from 'experts'
on many aspects of life

www.lifecoachexpert.co.uk/

Unit 6: Managing Social Relationships

Unit reference number: T/502/0457

Level: Entry 3

Credit value: 2

Unit aim

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

Unit introduction

This unit will give learners an understanding of how to interact with others in familiar social situations. Social relationships are a feature of human society from earliest infancy to the end of life.

Learning how to manage social relationships is a skill central to making the most of education, work, personal life and leisure activities. Therefore, if individuals learn to understand and improve their social interactions with others this can have beneficial effects in all aspects, and at all stages, of their lives and increase their influencing skills.

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

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

Completing this unit will contribute to learners' overall personal and social development. They will be supported to develop the skills and understanding they need to manage their own social relationships within familiar situations in the future.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand how to interact with others in familiar social situations	1.1 identify situations in which they may need to interact with others 1.2 identify positive behaviours which can be used when interacting with others
2 Demonstrate how to interact with others in familiar social situations	2.1 take part in an exchange with one or more people about a topic in which he/she has an interest 2.2 use appropriate positive behaviours when participating in the exchange 2.3 make appropriate contributions 2.4 express opinions and respect the views of others

Unit content

1 **Understand how to interact with others in familiar social situations**

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

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

2 **Demonstrate how to interact with others in familiar social situations**

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

Essential guidance for tutors

Delivery

In learning outcome 1, learners need to be helped to recognise the variety of different social situations in which they may need to interact with others. They could do this by listing all the people they have encountered during the day or week and discussing in the class or small groups the reasons for the interaction.

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

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

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

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

Skills learned in this unit can help in building a sustainable future with others. For example encouraging non-threatening behaviour, participating in a debate and how to reach a consensus.

Assessment

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

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

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

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

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

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

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Websites

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

Unit 7: Working in a Team

Unit reference number: F/501/6332

Level: Entry 3

Credit value: 3

Unit aim

The aim of this unit is to help the learner understand how to work as a team member. Learners will consider their own strengths and, with guidance, apply these to a team task.

Unit introduction

Being able to work as part of a team is widely regarded as an advantage for achieving the best outcome for goals in sustainability. The aim of this unit is to help the learner understand how to work as a team member. Learners will learn about the rules for effective teamwork. They will consider their own strengths and interests and what they could do well, and, with guidance, apply these to a team task. Through involvement in a team task, learners will develop an understanding of their role in a team and how to interact appropriately with other team members. They will determine how well they are able to work in a team and consider where their teamwork skills could be improved.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about team working	1.1 identify key rules for effective teamwork 1.2 identify skills individuals need for effective teamwork
2 Know how to match their strengths and interests to a team task	2.1 with guidance, identify some aspects of a given team task that they think they could do well, based on their strengths and interests
3 Know their own role and responsibilities in relation to a team task	3.1 identify what the team is working to achieve in the team task 3.2 identify their own role and responsibilities in the task
4 Know how to work positively as a member of a team	4.1 listen to ideas and suggestions of other team members without interrupting them 4.2 give their own ideas and suggestions when asked to do so 4.3 offer help to other team members when asked to do so 4.4 follow instructions to complete the aspects of the task they were allocated
5 Understand their performance as a member of a team	5.1 identify areas where they worked well as a team member 5.2 identify areas where they could improve their ability to work as part of a team

Unit content

1 **Know about team working**

Team-working rules: every member should contribute; listen to views of all team members; consult with other team members; make decisions as a group; follow group decisions

Individual team-working skills: eg be a good listener, have practical skills, be considerate of views of others, be able to work effectively with others, be unselfish, be reliable, be polite, be punctual

2 **Know how to match their strengths and interests to a team task**

Matching individual strengths and interests to tasks: eg ability to cook well could be matched to making biscuits for a coffee morning to raise funds for charity, good communication skills could be matched to giving a presentation on the team's work in achieving some aspects of sustainability

3 **Know their own role and responsibilities in relation to a team task**

What the team is working to achieve: eg prepare a display for a community, workplace or college conference about sustainability, give a presentation on wellbeing at work, run a pancake stall to raise funds for a local children's charity

Own role and responsibilities in relation to a team task: eg make two posters for the team's display by the end of next week, print off and bind ten copies of the notes before the team presentation on Monday morning, buy a pint of full cream milk and six large eggs for the pancake sale and remember to bring them on Tuesday

4 **Know how to work positively as a member of a team**

Listen to ideas and suggestions of others: allow other team members to offer their ideas and suggestions without interrupting them; listen carefully to the ideas and suggestions of other team members; carry out suggestions of others if they are appropriate

Offer own ideas or suggestions: eg respond appropriately to a question asked by a team member, suggest a solution to a problem faced by the team, suggest a better way of doing something

Offer to help other team members: eg offer to show team member how to do something, offer to help another team member who has fallen behind in their task

Follow instructions: eg written, verbal

Complete own task: eg complete all aspects of the task, complete task on time, complete task to a satisfactory standard

5 Understand their performance as a member of a team

Effective performance as team member: eg tasks completed without help, tasks completed on time, tasks completed successfully, helped other team members, accepted help or guidance from other team members

Areas for improvement: eg being patient with other team members, asking for help when needed, checking time allocated for the team task

Essential guidance for tutors

Delivery

The emphasis of this unit is on enabling the learner to participate in a team-working task. Sustainability should be discussed throughout unit delivery. Make reference to the SusGauge for sustainable themes to be aware of.

Knowledge and understanding of team-working for learning outcome 1 could be explored using practical activities. Tasks could be set for learners to complete in groups. An example could be for learners to put up a display within a specified timescale. In groups, learners could identify the team-working skills needed to complete the task and then report back to the rest of the group. For learners with access to the workplace, opportunities to participate in team tasks might occur naturally as part of the job. Alternatively, the tutor or line manager could assign the learner to an appropriate team task for the purposes of assessing learning outcome 1.

A teamwork task needs to be identified for learning outcomes 2, 3, 4 and 5. Teams should be made up of around three to five people who have the potential to complete the task set. Learners could be involved in selecting the task. However, learners at this level will need guidance in selecting a task which is manageable, achievable and matches the skills and interests of the team members.

For learning outcome 2, learners need firstly to identify their own strengths and interests. They may need some encouragement and prompting to do this. Learners should be encouraged to identify which of their own strengths and interests match the identified task. Tutorials will provide an opportunity for tutors to offer guidance in helping learners relate their strengths and interests to aspects of the task. Within the workplace, appraisals or one-to-one discussions with a line manager or supervisor could provide opportunities for identifying the learner's strengths and interests.

Teams could work to design a poster, document or presentation which identifies what the team is working to achieve in the team task and the roles and responsibilities of each team member for learning outcome 3. The posters, document or presentation could be displayed in the class or working area and would act as a reminder for learners during their completion of the team task in learning outcome 4.

Tutors/line managers will need to provide opportunities for learners to listen to the ideas and suggestions of other team members, give their own ideas and suggestions about achieving sustainability as a team and ask/offer help to other team members while they are participating in the team task for learning outcome 4.

Learners could work as a group to consider the performance of the team as a whole.

They could discuss the task together, watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers for learning outcome 5.

Assessment

For assessment criteria 1.1 and 1.2, the learner is required to identify at least two key rules for effective teamwork and identify at least two skills individuals need for effective teamwork. This could be in the form of a leaflet. Alternatively, the learner may participate in a discussion to identify rules for effective teamwork and the skills individuals need for effective teamwork. This would need to be recorded by the tutor for verification purposes.

For 2.1, a statement needs to be completed by the tutor to verify that the learner has achieved the criterion. The statement would be completed after a tutorial during which the learner identified at least one aspect of the given team task that they thought they could do well, based on their strengths and interests.

A leaflet or poster could provide the evidence required for criteria 3.1 and 3.2. Alternative methods of evidencing may be used, such as a discussion between the learner and the tutor/line manager, supported by a statement from the tutor/line manager that the learner has provided all the evidence necessary for the assessment criteria. To meet the criteria, the learner will need to state clearly the aim of the team task and identify their specific role and responsibilities in the task.

Evidence for assessment criteria 4.1, 4.2, 4.3 and 4.4 is best provided in the form of a witness statement, completed by the tutor, that the learner has achieved each of the criterion. Alternative methods of evidencing learning may be used. For 4.1, 4.2, 4.3 and 4.4, the learner must demonstrate at least one example of each type of behaviour specified in the assessment criteria.

A chart which identifies two areas where the learner worked well as a team member and two areas where they could improve their ability to work as part of a team could provide the evidence required for assessment criteria 5.1 and 5.2. Alternative methods of evidencing learning may be used.

Essential resources

Learners will need the opportunity to participate in a team working task.

Indicative resource materials

Websites

Engauge	www.engaugeonline.co.uk
Life Coach Expert	www.lifecoachexpert.co.uk
Tell Me How	www.tellmehowto.net/career
Work Smart	www.worksmart.org.uk/career

Unit 8: Working Towards Goals

Unit reference number: D/502/0453

Level: Entry 3

Credit value: 2

Unit aim

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

Unit introduction

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

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

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

1 **Be able to identify goals**

Strengths and weaknesses: identifying own personal skills and qualities gained from education, work experience and other life experiences eg computer skills, numeracy, literacy, ability to relate to others, assertiveness, communication skills – positive body language, listening, reliability, trustworthiness, patience, friendliness, team skills, punctuality, emotional responses, awareness of sustainability

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

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

2 **Be able to plan how to meet their agreed goal**

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

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

Deadlines: specific timescale for short-term goal

3 **Follow a plan to achieve an agreed goal**

Follow plan: keeping to agreed plan; keeping a diary of events; map to sustainability gateway topics eg food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local well-being, global dimension

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

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Tutors could encourage learners to reflect on diary entries, checklist results and discussion with peers, tutors and other support in order to identify what has been

achieved. Tutors could identify at least three review dates with the learner in order to assess progress.

Assessment

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

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

To achieve 1.3 documentation which reflects an implied agreement of short-term goal between the learner and tutor will be sufficient, documented evidence could include an informal contract or witness statement.

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

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

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

Essential resources

Learners will need to have access to professionals who can support them in achieving specific goals eg careers adviser, literacy or numeracy tutor.

Indicative resource materials

Websites

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

Unit 9: Dealing with Problems in Daily Life

Unit reference number: H/502/0454

Level: Entry 3

Credit value: 2

Unit aim

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

Unit introduction

This is a practical unit aiming to help learners identify a variety of straightforward problems some of which may be identified through looking at the eight gateways of sustainability and explore strategies and procedures for tackling them. Learners will review approaches used to tackle a specific problem and evaluate the final outcome with the support of appropriate professionals and organisations.

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

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

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

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

The practical approach used throughout this unit will support skill development necessary to become independent when problem solving in their own lives and when being called on to help others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

1 Understand how to recognise a straightforward problem

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

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

2 Tackle a problem

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

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

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

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

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

Essential guidance for tutors

Delivery

The abstract nature of the concept outlined in this unit means learners will benefit from structured tasks. The activities chosen by tutors ought to reflect current issues learners may be familiar with. By dealing with problems outlined in the unit content, learners should be encouraged to play an active citizenship role to pass on to future generations.

In learning outcome 1 learners should be encouraged to define the term 'problem' and identify a range of common problems faced in home, work, community and college life using group brainstorming. Once they have identified appropriate problems learners should be encouraged in their groups to consider a way of tackling one of the problems they have listed as a warm-up activity.

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

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

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

Essential resources

Access to professionals who can support learners in solving the given problem, for example ESOL tutor, careers adviser, local and national directories, internet access, access to a variety of current issue magazines and student council.

Indicative resource materials

Textbooks

Kirschner R and Brinkman R – *Dealing with Difficult People UK Edition* (US Adaptations, 2007) ISBN 9780077116200

Websites

BBC Skillswise – Improve your maths and English	www.bbc.co.uk/skillswise
Engauge	www.engaugeonline.co.uk
St John Ambulance	www.sja.org.uk

Unit 10: Individual Rights and Responsibilities

Unit reference number: A/502/0458

Level: Entry 3

Credit value: 1

Unit aim

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

Unit introduction

This unit aims to help learners understand individual rights and responsibilities relevant to them. It is important that individuals know what their rights are, as human beings and as citizens of their country, to be able to exercise those rights effectively and respect the rights of others.

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

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

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

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

Learners will develop knowledge and skills about exercising their individual rights and responsibilities that may help them in the future. They will also develop an understanding of the impact and responsibilities of decision making.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand that they have individual rights and responsibilities	1.1 describe an individual right which is relevant to them 1.2 identify sources of support or information about rights and responsibilities 1.3 describe a responsibility that they have for themselves 1.4 describe a responsibility that they have to others

Unit content

1 **Understand that they have individual rights and responsibilities**

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

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

Assessment

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

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

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

Essential resources

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

Indicative resource materials

Websites

BBC Schools – Picture story examples	www.bbc.co.uk/schools/citizenx/being/rights/ / photostory.shtml
BBC Schools – Rights and responsibilities	www.bbc.co.uk/schools/citizenx/being/rights/ / lowdown/rights_basics_1.shtml
Citizens Advice Bureau – Advice Guide	www.adviceguide.org.uk/
Consumer Direct – Know your rights	www.consumerdirect.gov.uk/after_you_buy/ know-your-rights/
Directgov – Kids’ rights game	kids.direct.gov.uk/main.aspx?firstObject=tea chers_area
Engauge	www.engaugeonline.co.uk
Equality and Human Rights Commission	www.equalityhumanrights.com
Guide to ethical buying	www.ethicalconsumer.org/home.aspx
20 minute animated video on the effects of consumerism	www.storyofstuff.com

Unit 11: Community Action

Unit reference number: F/502/0459

Level: Entry 3

Credit value: 2

Unit aim

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

Unit introduction

This unit aims to increase learners' knowledge of local community groups and enables to demonstrate their participation in community activities. Government, local authorities, police forces and other agencies see the involvement of individuals in their own communities as influential in reducing anti-social behaviour, crime and social isolation. It is, therefore, important that individuals recognise the contributions they can make towards improving their community, building social cohesion, and the benefits this will have for themselves, for others and the environment.

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

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

1 **Demonstrate their knowledge of local community groups**

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

2 **Demonstrate their participation in community activities**

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

Essential guidance for tutors

Delivery

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

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

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

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

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

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

Assessment

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

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

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

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

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Websites

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

Level 1 units

Unit 12: Project in Sustainability

Unit reference number: R/601/3168

Level: 1

Credit value: 3

Unit aim

This unit allows learners to undertake a project that will raise their awareness of sustainability in relation to a chosen environment.

Unit introduction

By undertaking this unit, learners will have the opportunity to initially study all aspects of sustainability in depth, then explore a main topic of interest to them. Learners will have the opportunity to develop project management skills by planning and implementing their sustainability projects, which should be selected from the eight sustainability-themed gateways. The project may be undertaken in the learner's centre, household or community.

By researching information for their projects, learners can develop basic skills in selecting relevant evidence and rejecting biased or irrelevant information.

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Be able to plan a project to promote sustainability in a chosen environment	1.1 identify a suitable project 1.2 plan activities and agree deadlines 1.3 identify possible risks
2 Be able to undertake a sustainability project	2.1 undertake the chosen project 2.2 maintain records of relevant activities and information obtained
3 Be able to present the results of a sustainability project	3.1 present the results of the sustainability project 3.2 make a recommendation(s)
4 Be able to reflect on the sustainability project	4.1 describe how the project meets its objectives 4.2 carry out a review of own performance

Unit content

1 **Be able to plan a project to promote sustainability in a chosen environment**

Project: choice of sustainability project from eight gateways eg food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local wellbeing, global dimension

Plan: aims; objectives; agree action plans with timelines; contingency planning

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

2 **Be able to undertake a sustainability project**

Sources of information: variety of information sources, eg tutor guidance, written material, site visits, internet, previous learner work

Project: implementation; operations; health and safety; communication; project validity; information sources; methods used; results; other, eg dates and times

Records: format eg log, diary, blog

3 **Be able to present the results of a sustainability project**

Present: format eg written, verbal, ICT-based; results; outcomes; bibliography

Recommendation(s): formulate recommendation(s) based on project outcomes

4 **Be able to reflect on the sustainability project**

Objectives: review project against original objectives

Review performance: own performance; what went well; what could have been improved

Essential guidance for tutors

Delivery

Learners could have some autonomy regarding the management and planning of the project. Beyond an introductory session, delivery of the unit will involve supporting learners as they work through the project, therefore schemes of work will need to have some flexibility built into them to reflect this. Group work and peer tutoring can be used at any stage of the project, where the tutor considers appropriate. All eight sustainability-themed gateways need to be introduced in this unit. For their project, learners then select an area from the eight gateways or sustainability themes. The project may be undertaken in the learner's centre, household or community.

Learners could visit a site, for example a recycling centre, or an employer could give a presentation regarding one of the eight sustainability gateways. Learners may be able to base their project on facilities at a workplace they are familiar with, given suitable permission from the employer and tutor. Some local authorities have Waste Education Teams, or similar, who are willing to visit centres to give presentations regarding sustainability issues, and may provide other resources.

For learning outcome 1, learners need to be supported by a formal teaching session to outline how to plan and manage a project, and to discuss the range of projects that can be supported by the centre's resources. Learners need to be made aware of any health and safety risks involved in undertaking the project, how to reduce risks, and how to prepare any necessary risk assessments. In most cases, either learners will prepare risk assessments which will be checked by the tutor, or, particularly for routine tasks, existing risk assessments could be used. However, under exceptional circumstances, tutors may need to produce new risk assessments. It is likely that the project will be practical, with some research, and it is expected that learners may need some guidance.

For learning outcome 2, learners need guidance and supervision to ensure that they work safely, use the correct PPE and maintain their deadlines. Delivery is likely to involve practical work, research and independent learner work. Centres can decide whether learners can collaborate with each other whilst undertaking the project, or whether they will work as individuals. It is likely that learners will require some tutor support throughout the duration of the project, which needs to be built into the tutor's scheme of work. An assessor's observation record will need to be completed to confirm learner achievement.

For learning outcome 3, learners need to present the results of the project. Delivery could include guidance regarding the preferred format, for example a written report or ICT-based presentation.

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

Assessment

For assessment criterion 1.1, learners need to give a brief description regarding their choice of project, and brief statement of what they aim to achieve. For assessment criterion 1.2, learners need to produce a manageable plan with appropriate dates and an indication of the resources required. For assessment criterion 1.3, appropriate risk assessments, together with lists of PPE etc, would provide ideal evidence. Learners should complete, and be assessed on, these assessment criteria before moving on to any other assessment criteria in the unit. This 'interim assessment' will give tutors the opportunity to ensure that any suggested project is feasible in the time available, and safe to undertake.

For assessment criteria 2.1 and 2.2, learners need to keep an appropriate log. This could be in the form of a written log, a video diary or a blog. Assessment criterion 2.1 will require an assessor's observation record stating that learners have carried out the project safely. Centres need to be vigilant to ensure that learners are able to differentiate between reputable and biased information (biased information may be circulated by groups with a vested interest, such as companies advertising so-called 'greenwash', or pressure groups wishing to gain publicity or increase donations). Learners can find it difficult to determine where vested interests lie, and are likely to need guidance. It may be possible for tutors to assess and review research before learners undertake any further assessment work to ensure that they have not been misled by biased information. There are tools available to assist tutors and learners with this issue, such as those developed by Engauge.

The remaining assessment criteria (3.1, 3.2, 4.1 and 4.2) can be assessed together. Evidence could take any suitable format for example a report, ICT-based presentation, poster or any other appropriate format that allows learners to cover the unit contents and achieve the unit assessment criteria.

Group work can be used during the assessment process. However, if learners work as part of a group, each learner must provide sufficient evidence on an individual basis to meet all the assessment criteria.

Essential resources

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

Indicative resource materials

Textbooks

Portney S – *Project Management for Dummies* (Hungry Minds, 2001) ISBN 9780470049235

Websites

Department for Environment, Food and Rural Affairs	www.defra.gov.uk
Engauge	www.engaugeonline.co.uk
Environment Agency	www.environment-agency.gov.uk
Envirowise	www.envirowise.gov.uk

Green-Works	www.green-works.co.uk
Sustainable Development Commission	www.sd-commission.org.uk
TeacherNet	www.teachernet.gov.uk/sustainableschools
Waste and Resources Action Programme	www.wrap.org.uk

Unit 13: Healthy Living

Unit reference number: F/502/0476

Level: 1

Credit value: 2

Unit aim

To introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to demonstrate activities which will improve their own lifestyle.

Unit introduction

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

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

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

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

1 Understand the importance of leading a healthy lifestyle

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

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

2 Demonstrate how they contribute to own healthy lifestyle

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

3 Review the activities undertaken to maintain a healthy lifestyle

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

Delivery

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

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

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

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

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

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

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

In learning outcome 2 learners can use activities they take part in outside of the learning environment or as part of other courses or units they are studying, for example Duke of Edinburgh Awards, sports clubs or teams, paid or voluntary work in a relevant environment or home responsibilities. They could use written, video or audio diaries to review their daily activities for impact on health. Tutors should

encourage learners to use the resources and information they have gained in learning outcome 1 to identify simple changes they could make to improve their own lifestyle and ensure that any targets set are realistic in terms of time, cost and resources. Peers could support each other by checking each other's plans and monitoring progress.

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

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

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

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

Assessment

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

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

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

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

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

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

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

Essential resources

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

Indicative resource materials

Websites

BBC Health	www.bbc.co.uk/health/healthy_living/
British Dental Health Foundation – information leaflets	www.dentalhealth.org.uk/faqs/browseleaflets.php
British Nutrition Foundation	www.nutrition.org.uk
Connexions – information and advice for young people	www.connexions-direct.com/
Engauge	www.engaugeonline.co.uk
Food Standards Agency – healthy diet	www.eatwell.gov.uk/healthydiet/
Food Standards Agency – traffic light system	www.eatwell.gov.uk/foodlabels/trafficlights/
Herts Sports Partnership – health benefits of exercise	www.sportinherts.org.uk/getactive/healthbenefits/healthbenefits/default.asp
Home Office – crime reduction advice on personal safety	www.crimereduction.homeoffice.gov.uk/personalsafety.htm
Hygiene Expert – what is personal hygiene	www.hygieneexpert.co.uk/WhatIsPersonalHygiene.html
NHS – safe sex test	www.nhs.uk/Tools/Pages/Safesextool.aspx

Unit 14: Healthy Lifestyles

Unit reference number: T/600/3135

Level: 1

Credit value: 1

Unit aim

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

Unit introduction

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

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

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

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

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

1 Know how to lead a healthy lifestyle

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

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

2 Understand the impact of high risk behaviours on others

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

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

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

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

Balance work, leisure and exercise: creating balance eg all components in equilibrium, walk and talk instead of an indoor lesson or meeting, doing a task jointly with friends such as painting or an outdoor job, dangers of too much of one or the other, work/life balance; benefits of work eg financial, challenge and stimulation, being valued; benefits of leisure eg relaxation, stress relief, taking natural breaks in work tasks to enjoy fresh air and exercise, social contacts and friendships; benefits of exercise eg health benefits, cardio-vascular, fitness, preventing illness, sense of wellbeing

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

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

Assessment

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

Assessment criterion 1.2 requires learners to state why it is important to lead a healthy lifestyle and this should include long and short term consequences like preventing illness, promoting wellbeing and improving life expectancy. For

assessment criterion 1.3, learners need to describe activities which can be damaging to a healthy lifestyle and this should include activities like smoking, drug misuse, unprotected sex and eating unhealthily.

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

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

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

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

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

Essential resources

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

Indicative resource materials

Textbooks

Bean A – *Food for Fitness* (A&C Black Publishers Ltd, 2007) ISBN 9780713681284

Butler I, Robinson M & Scanlon L – *Children & Decision Making* (NCB Publications, 2005) ISBN 9781904787549

Lynch J & Blake S – *Sex, Alcohol & Other Drugs* (NCB Publication, 2004) ISBN 9781904787099

Madge N – *Understanding difference: the meaning of ethnicity for young lives* (NCB Publication, 2001) ISBN 9781900990691

Martinez A and Cooper V – *Laying the Foundations* (NCB Publication, 2006) ISBN 9781904787846

Sharpe S – *From Fear to Respect* (NCB Publications, 2004) ISBN 9781904787068

Sharpe S and Thomson R – *All You Need is Love* (NCB Publications, 2005) ISBN 9781904787358

Wood S – *Life Routes: a Practical Resource for Developing Life Skills With Vulnerable Young People* (NCB Publication , 2006) ISBN 9781904787761

Websites

BBC Health advice pages

www.bbc.co.uk/health

Drug awareness website

www.talktofrank.com

Engauge	www.engaugeonline.co.uk
Food Standards Agency advice site	www.eatwell.gov.uk
General health information site	www.thesite.org
Government health and exercise advice	www.nhs.uk/Change4life
Holiday health advice	www.studenthealth.co.uk
NHS quit smoking advice site	www.nhs.uk/smokefree
Sexual health advice site	www.RUThinking.co.uk

Other

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

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

'Sex, Myths and Education' NCB Video (2002)

Unit 15: Sustainable Buildings

Unit reference number: Y/601/3169

Level: 1

Credit value: 1

Unit aim

This unit will develop learners' knowledge and understanding of sustainable methods used to protect our environment and the benefits of using sustainable building materials.

Unit introduction

Sustainability is now an important issue that is becoming woven into our daily lives. The effects of global warming are now obvious; from the melting ice caps to the rise in sea levels, and local flooding problems. Sustainability is important in order to protect the Earth's resources for future generations.

Through sustainable technologies many methods have been introduced to reduce our reliance on the burning and processing of fossil fuels for our homes and infrastructure. Alternative energy technologies are now a growth industry, from extensive developments in wind farm technology to ground source heat pumps to heat our homes.

We need to change the way in which we have lived. Damage to the global environment needs to be reversed, so the Earth can recover. Sustainability reduces the reliance on the Earth's finite resources in different ways. In this unit learners will explore some of these different methodologies and understand the application of sustainability to the new wave of low energy houses.

Learners will investigate how a sustainable material can be used within a house and what long-term effect this will have in protecting the environment. Learners will have the opportunity to examine natural building materials for their suitability and low embedded energy, and develop independent learning skills by researching how sustainable building materials improve our environment.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the importance of sustainability for the environment	1.1 identify the resources that sustainability protects
2 Know how to protect our environment	2.1 identify ways in which we can protect our environment
3 Understand the application of sustainable materials	3.1 explain how a sustainable building material improves our environment

Unit content

1 **Know the importance of sustainability for the environment**

Resources: finite resources (oil, gas, coal); green environments (forests, meadows, moors, parks, woods); water resources (lakes, rivers, ponds); coastal resources (harbours, estuaries, beaches); natural resources (stone, slate, straw, wool)

Protection: green communal spaces; tree protection; wildlife protection; biodiversity protection; national parks; sites of special scientific interest (SSSI); natural landscapes

2 **Know how to protect our environment**

Methods: carbon neutral materials and products; zero carbon technology; use of materials from sustainable sources; local sources of resources; low embedded energy; renewable sources of materials; building orientation, use of natural lighting

3 **Understand the application of sustainable materials**

Sustainable building materials: materials eg natural building materials, stone, slate, straw, sheeps' wool insulation, timber, clay, glass, recycled plastics, engineered timber products, zinc roofing, timber cladding

Improvement: environmental eg timber-framed construction, green construction, open spaces, cleaner air, less pollution, sustainable communities

Essential guidance for tutors

Delivery

This unit is intended to extend learners' knowledge and understanding of sustainability and explores the methods used to protect our environment. Learners will gain an appreciation of the importance of sustainable techniques in protecting the environment. Recent footage of flooding, storm damage and rising sea levels would place this in a real time context.

Examples of finite resources will need to be illustrated along with the life expectancy of these resources. The damage caused by burning oil and gas should be discussed. Learners need to be aware of the natural resources provided by the varied landscape of the UK, inland, mountain and coastal areas. Our valuable water resources, which are used for consumption and recreation, need investigating along sustainable lines.

Local green areas should be included to contextualise learning. A guest speaker such as the tree and conservation officer from the local authority would have a great impact on learning and delivery, by providing local examples of how our environment is being protected.

The sustainable methods used will need some reference to a sustainable community or building project where real outcomes can be observed, for example rainwater harvesting systems and heat recovery systems.

Learners will need to see some examples of sustainable materials. These can be naturally occurring or sustainably engineered materials, for example timber engineered products. Access to suppliers' websites and published materials will help with delivery.

A guest speaker from a materials supplier would give learners an understanding of the relevance of sustainability, helping them to identify the issues that are of concern and establish the reasons why we need sustainability in our lives today.

Assessment

Assessment should be via a well-structured assignment brief, which is clearly written and at the appropriate level. The brief should explain clearly the evidence learners need to produce in order to meet the assessment criteria.

A virtual or live sustainable building project would prove an ideal opportunity to direct learning towards one project.

For assessment criterion 1.1, learners need to identify the resources protected by sustainability, these will need to include the natural resources of the UK, land and water, materials plus the obvious energy sources.

For assessment criterion 2.1, learners need to identify ways in which the environment can be protected. Current materials examples should be included to accomplish this task. For example, sheep's wool insulation in roof spaces is a natural product that can be renewed over again.

For assessment criterion 3.1, learners need to identify a sustainable building material, for example, paper insulation, timber cedar cladding, zinc roofing sheets, and explain how this material reduces our reliance on high energy consumption in

manufacturing and production and the long term maintenance of the building, thus improving our environment globally.

Evidence to meet these assessment criteria could be in written format containing relevant images or a poster presentation or ICT-based presentation.

Essential resources

Learners will require access to computers and the internet. Access to sustainable suppliers' websites is essential and photographs would be of great benefit. A guest speaker from a manufacturing company would enhance the learning experience.

Indicative resource materials

Textbooks

Calkins M – *Materials for Sustainable Sites: A Complete Guide to the Evaluation, Selection, and Use of Sustainable Construction Materials* (John Wiley & Sons, 2008) ISBN 9780470134559

Kibert C – *Sustainable Construction: Green Building Design and Delivery* (John Wiley & Sons, 2005) ISBN 9780471661139

Websites

Engauge	www.engaugeonline.co.uk
Sustainable Build	www.sustainablebuild.co.uk/LocallySustainableMaterials.html
Sustainable Materials	www.sustainablematerials.com

Unit 16: Purchasing and Waste Management

Unit reference number: L/601/3170

Level: 1

Credit value: 1

Unit aim

This unit enables learners to make informed choices to improve sustainability whilst making purchasing and waste management decisions as individuals and for a household, including decisions they make concerning their place of study.

Unit introduction

Individual households can make a significant contribution to improving the sustainability of society by the decisions they make concerning purchasing habits, waste production and waste disposal.

By studying this unit, learners are encouraged to investigate, on a personal and household level, the small steps and positive contribution that they can make to improve sustainability. This unit will also highlight the importance of disposing of all waste safely, particularly hazardous items such as spent batteries.

The unit is designed to encourage learners to make practical contributions to sustainability in relation to purchasing and waste management decisions taken as individuals, as households, and to support their studies. Learners will have the opportunity to design and implement a campaign to promote sustainability and raise awareness in others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the principles of sustainable purchasing	1.1 outline what sustainability means 1.2 describe examples of sustainable purchasing for individuals and households
2 Know how to manage waste safely and legally	2.1 identify waste disposal facilities in the local area 2.2 describe current waste disposal legislation
3 Be able to apply their knowledge of sustainable purchasing and waste management in a given scenario	3.1 carry out a waste management exercise to meet given objectives 3.2 describe the strengths of the waste management exercise and make recommendations for improvement
4 Be able to devise a campaign to promote sustainable purchasing and waste management	4.1 plan and implement a campaign to promote sustainable purchasing and waste management 4.2 make recommendations for improvement

Unit content

1 **Know the principles of sustainable purchasing**

Sustainability: definition of sustainability eg UK Government's – development which meets the needs of the present without compromising the ability of future generations to meet their own needs; social, environmental and economic sustainability eg working conditions and fair pay, local sourcing

Purchasing: sustainable eg origin of goods, fairtrade, packaging, energy use, excessive purchasing

Household: considerations eg number of inhabitants, pets, garden, any special requirements, a do-it-yourself project

2 **Know how to manage waste safely and legally**

Waste disposal facilities: sites eg recycling sites, opportunities to reuse waste; disposal of controlled and hazardous waste

Legislation: current eg Waste Electrical and Electronic Equipment (WEEE) Regulations 2006, The Controlled Waste Regulations 1992, Environmental Protection Act (EPA) 1990, legislation and local authority bylaws concerning litter problems

3 **Be able to apply their knowledge of sustainable purchasing and waste management in a given scenario**

Scenario: waste management exercise eg volume of waste produced, type of waste, waste disposal, reducing waste via planned purchasing

Objectives: targets eg to reduce waste, recycle more, save money on over-purchasing or unnecessary purchasing, produce compost

Report: strengths (where objectives were met); recommendations for improvement

4 **Be able to devise a campaign to promote sustainable purchasing and waste management**

Plan: aims; objectives; timescales; resources

Campaign: type eg waste that can be reduced, reused, recycled; other waste eg controlled, hazardous, compostable, waste audit, monitoring volume of items purchased and how to reduce

Promote: sustainable purchasing and waste management eg raise awareness, positive effects of sustainability, access and location of recycling facilities

Essential guidance for tutors

Delivery

For learning outcome 1, tutors need to be sensitive when discussing household purchasing with learners. In most cases, learners will have no inhibitions about discussing their family or household; however, if individuals do seem reluctant, they can be given the option of discussing their own purchases instead. Alternatively, tutors could create a 'virtual' household from the median responses of the group. Learners could consider local sourcing and global impacts.

It is anticipated that learners will research a simple definition of sustainability, and discuss this (and other examples) with the cohort. It would be preferable to use basic, obvious examples, which could include composting garden waste, reducing packaging, reusing shopping bags and recycling glass and scrap metal.

Learning outcome 2 can be delivered through guided discussion and/or a guided walk arranged by the tutor to allow learners to note the location of waste management opportunities in the local area. Tutors are free to identify what constitutes a 'local area'. This could comprise the immediate environs of the centre, a settlement, or a district, whichever is judged most appropriate and aids delivery most effectively. Learners will also need to be made aware of health and safety issues and appropriate legislation.

To deliver learning outcome 3, tutors can choose any appropriate scenario, although it would be beneficial if delivery was viewed as a continuation of the delivery of previous learning outcomes. It may be possible to involve learners in the choice of scenario. If this is the case, tutors will need to ensure that their scheme of work allows sufficient flexibility. Recommendations derived from the exercise concerning sustainable purchasing could be delivered via a group presentation using suitable software.

For learning outcome 4, tutors can suggest the campaign focus or learners can select an appropriate campaign, for example waste that can be reduced, reused or recycled. The campaign emphasis should be on promoting awareness of sustainability in others, ie the concept of 'passing it on'. The campaign will need clear aims and objectives.

The unit could be supported by visits to sites where waste is composted, sorted and recycled. It might be possible to invite a speaker to the centre to explain how purchasing can be made more sustainable. It may also be possible to invite a representative from the retail or packaging industry to discuss reducing or reusing packaging materials and receptacles, as well as developments in sustainable or recyclable packaging. Some local authorities have Waste Education Teams, or similar, who are willing to visit centres to make suitable presentations regarding sustainability issues, and may provide other resources.

Assessment

Assessment of the unit will be based mainly on purchasing and waste management decisions primarily in relation to each learner's individual and household situation, including decisions they make concerning their place of study. However, this does not exclude learners from gathering other evidence to meet the assessment criteria, if appropriate.

For assessment criterion 1.1, it would be acceptable to give learners some guidance regarding where suitable definitions can be found and, following group discussion, allow learners to choose the definition they feel is most appropriate.

For assessment criterion 1.2, learners will need to describe sustainable purchases, for example how waste can be reduced, or energy saved. Tutors should guide learners towards obvious and appropriate examples, and avoid any that are debatable. Centres need to be vigilant to ensure that learners are able to differentiate between reputable and biased information (biased information may be circulated by groups with a vested interest, such as companies advertising so-called 'greenwash', or pressure groups wishing to gain publicity or increase donations). Learners can find it difficult to determine where vested interests lie, and are likely to need guidance. Tutors could assess and review research before learners undertake any further assessment work to ensure that they have not been misled by biased information. There are tools available to assist tutors and learners with this issue, such as those developed by Engauge. Tutors can use any suitable assessment methodology. For example, learners could produce suitable descriptions individually and, following a group discussion, could produce a group description or poster collectively. If group work is used, each learner's individual contribution will need to be evidenced, supported by an assessor's observation record.

Assessment criteria 2.1 and 2.2 could be assessed together in the form of an annotated map, report, advisory leaflet or a poster. Alternatively, assessment could be linked with criteria 3.1 and 3.2. The scenario should be practical, enabling learners to demonstrate their knowledge of legal requirements. For assessment criteria 3.1 and 3.2, learners need to carry out a waste management exercise, providing clear objectives and describing the strengths of the exercise together with areas for improvement. Learners need to make recommendations that relate to the particular scenario chosen.

For assessment criteria 4.1 and 4.2, learners are required to plan and implement a campaign to promote awareness of sustainable purchasing and waste management. Learners then need to make recommendations for improving their campaign.

Essential resources

Learners will require access to suitable library and internet resources. They must also be provided with appropriate PPE and personal hygiene facilities, for health and safety considerations, whilst undertaking practical tasks.

Indicative resource materials

Textbooks

Clark D – *The Rough Guide to Ethical Shopping* (Rough Guides Ltd, 2006)
ISBN 9781843537922

Goodall C – *How to Live a Low Carbon Life* (Earthscan Ltd, 2007) ISBN
9781844074266

McCarthy D – *Saving the Planet without Costing the Earth* (Fusion Press, 2004)
ISBN 9781904132394

Websites

Department for Environment, Food and Rural Affairs	www.defra.gov.uk/waste
Engauge	www.engaugeonline.co.uk
Environment Agency	www.environment-agency.gov.uk/subjects/waste
Envirowise	www.envirowise.gov.uk
Ethical Consumer Magazine	www.ethicalconsumer.org
Fairtrade Schools	www.fairtrade.org.uk/schools
Freecycle	www.freecycle.org
Furniture Reuse Network	www.frn.org.uk
Green-Works	www.green-works.co.uk
Recycle Now	www.recyclenow.com/schools
Rural Affairs, waste link Story of Stuff	www.storyofstuff.com
Sustainable Development Commission link	www.defra.gov.uk/sustainable/government
The Fair Trade Foundation	www.fairtrade.org.uk
Waste and Resources Action	www.wrap.org.uk
Waste Management Awareness	www.wasteawareness.org

Unit 17: Understanding Personal Identity

Unit reference number: M/600/3134

Level: 1

Credit value: 1

Unit aim

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

Unit introduction

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

Confident learners are more successful with their studies, have better job-seeking skills and eventually become more valuable employees, able to contribute to building a better future.

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

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

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

1 **Know the main factors that influence personal identity**

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

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

2 **Understand that self-esteem can change with personal circumstances**

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

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

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

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

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

Essential guidance for tutors

Delivery

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

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

The influences on personal identity could be explored through case study material or real life personalities, examining influences like lifestyle, family, culture, religion and the media. For example, the impact on personal identity of factors like becoming famous, following a particular religion or becoming a parent. Additional examples include defining 'self' through taking part in community style activities and achievements.

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

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

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

Assessment

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

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

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

Learners could create and present a profile about themselves, which outlines the links between their self-esteem, confidence, identifies the kinds of things that help them to stay positive and feel good. As well as the benefits for the future ie, – economic, social and environmental areas of sustainability.

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

Essential resources

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

Indicative resource materials

Textbooks

Martinez A and Cooper V – *Laying the Foundations* (NCB Publication, 2006) ISBN 9781904787846

Sharpe S and Thomson R – *All You Need is Love?: The Morality of Sexual Relationships Through the Eyes of Young People* (NCB Publications, 2005) ISBN 9781904787358

Sunderland M and Hancock N – *Draw on Your Relationships* (Speechmark Publications, 2008) ISBN 9780863886294

Wood S – *Life Routes: a Practical Resource for Developing Life Skills With Vulnerable Young People* (NCB Publication , 2005) ISBN 9781904787761

Websites

BBC	www.bbc.co.uk/relationships/improving – your_confidence
Chalkface Project for secondary education	www.chalkface.com
ChildLine	www.childline.org.uk
Engauge	www.engaugeonline.co.uk
Self Esteem Tips	www.self-confidence.co.uk/self/esteem/ tips.html
Teen line	www.teenlineonline.org

Other

'The Ugame' (2003) game from Smallwood Publishing

'Life Stories' (2003) game from Smallwood Publishing

'Positive Attitude Ball' (2003) game from Smallwood Publishing

Unit 18: Personal and Social Relationships

Unit reference number: L/600/3139

Level: 1

Credit value: 1

Unit aim

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

Unit introduction

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

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

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

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

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

1 Know why relationships are important

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

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

2 Understand how relationships can be developed

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

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

3 Be able to use social skills in relationships

Social skills in relationships: types eg communication, assertiveness, collaboration, active listening, the importance of empathy and how to empathise appropriately, supportive behaviour, positive attitudes, understanding, tact and diplomacy; 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, inter-personal skills, mutual consent; taking responsibility eg accountability, taking account of the consequences of one's actions on others, discourage aggression (ganging up on each other and pack mentality), dependability, trust and reliability, duty to each other

Essential guidance for tutors

Delivery

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

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

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

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

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

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

A relationship specialist, for example a Relate counsellor or a charity campaigner, could come and speak to the learners about the importance of relationships and the social skills used in developing and maintaining relationships. It may be possible to combine this with the role play activities, with the specialist offering practical guidance and advice. Highlight the importance of trust, respect and responsibility in groups as well as in personal relationships.

Assessment

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

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

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

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

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

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

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

Essential resources

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

Indicative resource materials

Textbooks

Butler I, Robinson M & Scanlon L – *Children & Decision Making* (NCB Publications, 2005) ISBN 9781904787549

Fuchs B – *Group Games: Social Skills* (Speechmark Publishing, 2002) ISBN 9780863884207

Madge N – *Understanding difference: the meaning of ethnicity for young lives* (NCB Publication, 2001) ISBN 9781900990691

Martinez A and Cooper V – *Laying the Foundations: Talking About Emotions, Relationships and Sex in Primary Schools* (Spotlight, 2006) ISBN 9781904787846

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

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

Sharpe S – *From Fear to Respect* (NCB Publications, 2004) ISBN 9781904787068

Sharpe S and Thomson R – *All You Need is Love* (NCB Publications, 2005) ISBN 9781904787358

Sunderland M and Hancock N – *Draw on Your Relationships* (Speechmark Publications, 2008) ISBN 9780863886294

Wood S – *Life Routes* (NCB Publication, 2005) ISBN 9781904787761

Websites

Children's advice website	www.childline.org.uk
Engauge	www.engaugeonline.co.uk
Teenagers self-help website	www.teenlineonline.org

Other

- 'Cards for Life; Promoting Emotional and Social Development' card game by Simon Blake, NCB (2005)
- 'Emotions Cards' Speechmark Publications (2004)

Unit 19: Exploring the Impact of Diversity in our Communities

Unit reference number: F/600/3140

Level: 1

Credit value: 1

Unit aim

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

Unit introduction

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

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

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

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

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

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

1 **Know how attitudes about diversity can influence behaviour**

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

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

2 **Understand diverse values in the local community**

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

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

3 **Know how to recognise and challenge discrimination**

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

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

Essential guidance for tutors

Delivery

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

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

This unit lends itself to a variety of creative approaches to investigating the nature of diversity. For learning outcome 1 learners could begin by exploring some of the similarities and differences between themselves, using questionnaires or other survey techniques. This could be developed to include attitudes about diversity, using case studies to explore a variety of attitudes and values and how these can influence behaviour, for example attitudes towards elderly or disabled people or behaviour towards homosexuals. Learners could be shown pictures of people and asked what they can tell from the picture in terms of race, religion, education, background, sexual orientation, class. Then discuss the results.

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

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

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

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

Assessment

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

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

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

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

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

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

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

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

Essential resources

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

Indicative resource materials

Textbooks

Daniels K and Macdonald L – *Equality, Diversity and Discrimination: A Student Text* (Chartered Institute of Personnel and Development, 2005) ISBN 9781843981121

Malik H – *A Practical Guide to Equal Opportunities* (Nelson Thornes, 2003) ISBN 9780748770793

Thompson N – *Promoting Equality: Challenging Discrimination and Oppression* (Palgrave MacMillan, 2003) 9780333993538

Websites

Challenging discrimination worksheet	www.yourlifeline.org.uk/files/C2%20-%20Challenging%20Discrimination.pdf
Engauge	www.engaugeonline.co.uk
Equal Opportunities Publications	www.eop.com/
Government's disability information site	www.disabilityinfo.gov/

Multicultural Pavillion	www.edchange.org/multicultural/
The causes and consequences of prejudice	www.understandingprejudice.org
University of Westminster –Disability Discrimination Act page	www.wmin.ac.uk/page-1942

Unit 20: Working in a Team

Unit reference number: L/501/5832

Level: 1

Credit value: 3

Unit aim

This unit helps the learner to understand about how they can contribute to a team. The learner will participate in a team task and consider their own effectiveness as a team member.

Unit introduction

Since very few people operate in complete isolation in many areas of life, most situations demand that we are able to work effectively with others in a team or group setting. An effective team depends on the cooperation and skills of all team members. This unit helps the learner to understand how they can contribute to the success of a team, based on an understanding of their own strengths, skills and experiences, as well as the nature of the task at hand. Additionally, learners will develop an understanding of the key behaviours and attitudes required in order to communicate and cooperate with others in a team. The learner will also learn about the roles and responsibilities of all team members by completing a team task. Learners will consider their own effectiveness as a team member and identify areas for improvement.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand that effective teamwork requires team members to behave in certain ways	1.1 describe positive behaviours necessary for effective teamwork
2 Understand how own strengths, skills and experiences may contribute to a team task	2.1 outline their own strengths, skills and experiences that might be relevant to a particular task 2.2 state some aspects of a particular task that they think they could do well, based on their identified strengths, skills and experiences
3 Understand the roles and responsibilities of team members (including their own) in relation to a given task	3.1 describe what the task is about and what the team is working to achieve 3.2 describe own role and responsibilities and those of others in the team 3.3 explain how their own role contributes to the work of the team as a whole
4 Be able to work positively as a member of a team	4.1 give examples of when they listened to the ideas and suggestions of others 4.2 give ideas and suggestions as to how the team might complete their task 4.3 outline examples of when they offered to help or support other team members 4.4 outline examples of when they accepted the help or advice of others 4.5 complete the aspects of the task they were allocated, in line with the brief
5 Be able to consider their performance as a member of a team	5.1 describe which positive team-working behaviours they demonstrated in undertaking the task 5.2 identify some team-working skills that they could improve

Unit content

1 **Understand that effective teamwork requires team members to behave in certain ways**

Behaviours for effective teamwork: encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others

2 **Understand how own strengths, skills and experiences may contribute to a team task**

Strengths, skills and experiences: organising skills; practical skills eg computer literate, photography skills; previous experiences eg experience of planning an event; communication skills eg multi-lingual, skilled writer; interpersonal skills eg good listener, confident, punctual, reliable, patient

Aspects of a task they could do well, based on identified strengths, skills and experience: eg good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project

3 **Understand the roles and responsibilities of all team members (including their own) in relation to a given task**

What team is working to achieve: aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required

Responsibilities within the team: own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members

Contribution of own role to work of whole team: how own role affects roles of others in the team; how own role affects overall team success

4 **Be able to work positively as a member of a team**

Listen to the ideas and suggestions of others: paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others eg by not interrupting, asking questions to clarify what was said

Give ideas and suggestions as to how the team might complete their task: eg by participating in group discussions, problem solving or 'thought shower' sessions, finding out information and reporting back to the group

Offer help to other team members: eg offer to help other team members complete their task, volunteer to take on the task of a team member who is absent

Accept help or advice from other team members: eg try out ideas or suggestions put forward by others, listen respectfully to advice from another team member, accept help from other team members in order to get individual task finished on time

Complete own task in line with the given brief: complete task to required standard and within stipulated timeframe

5 Be able to consider their performance as a member of a team

Positive team-working behaviours demonstrated: listened to opinions of others, responded politely to questions, satisfactorily completed the individual task assigned to them, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task

Identify team-working skills that could be improved: eg be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task

Essential guidance for tutors

Delivery

The emphasis in this unit is on developing the learner's knowledge and understanding of teamwork through a practical team-working task. Sustainability should be considered, highlighted, promoted and discussed throughout delivery of the unit. See SusGauge for sustainable themes to be aware of.

In order for learners to understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different team-working scenarios. This could be done in small groups. A question and answer session could determine the positive behaviours. Key words could be collated on a board or flipchart. Teams could work to design a poster or presentation which identifies positive behaviour. The posters or presentations could be displayed in the class or working area for learners to refer to during the rest of the unit. Alternatively, tutors could discuss with individual learners their impressions of different team-working scenarios within the workplace or learning environment. Learners could obtain input from others regarding their ideas on positive behaviours required for teamwork.

Learning outcomes 2, 3, 4 and 5 require the identification of team and individual tasks which would enable the participation of all group members. Learners could be involved in selecting the group task. Teams could be made up of around four to seven people. In teams, learners could discuss possibilities for tasks and then report back to the rest of the group. Learners could develop a whole group discussion to decide which tasks are manageable, achievable and match the skills and interests of the team members in 'what if?' scenarios.

For learning outcome 2, learners could make a list of their own strengths, skills and experiences and match them to individual tasks in the chosen group task.

For learning outcome 3, learners could work with team members for the group task to develop a mind map or flow chart-type diagram, using prompts and question and answer sessions until a picture of the whole task and the individual roles and responsibilities of each member is complete. Learners could present their ideas about how their own role contributes to the work of the team as a whole to the rest of the group.

Learners will need to implement the agreed team task for learning outcome 4. Learners could work in groups to devise a checklist to log their involvement in the task.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 5, using evidence from their checklist. Individual learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved. Ways for learners to develop team-working skills could be explored through tutorials, small group discussions or discussions with a line manager, supervisor or tutor.

Reviewing, evaluating the task and setting down what would be done differently if repeated will be helpful for planning in the future.

Assessment

For assessment criterion 1.1, the learner must describe why three different positive behaviours are needed for teamwork to be effective. This information could be evidenced in a number of different ways for example a leaflet, presentation or poster.

For 2.1 and 2.2, the learner will need to refer to the identified group task when identifying their own strengths, skills and experiences and how these may help them complete aspects of the task. A chart could be suitable evidence for these criteria. The learner needs to be able to make the link between their own strengths, skills and experiences and the group task. Alternative methods of evidencing learning may be used.

The evidence required for 3.1, 3.2 and 3.3 could be combined into one task. The information could be evidenced in a number of ways such as ICT-based slides, a poster or through one-to-one discussion with the tutor or line manager. The learner will need to refer to the chosen task and give clear details about the task and its intended outcome, and the role and responsibilities of all members of the team for 3.1 and 3.2.

For 3.3, the learner will need to give at least two reasons why their own role is necessary for the successful completion of the group task.

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 may be provided in a logbook completed by the learner during the task. The logbook may take a variety of formats, depending on the needs of individual learners. The logbook will need to be verified by the tutor/line manager. Alternative methods of evidencing may be used for example a witness statement or observation.

For 5.1, the learner will need to provide details about which positive team-working behaviours (identified in 1.1) they demonstrated during the completion of the task. Two ways the learner could improve their team-working skills would provide the evidence for 5.2. Both these criteria could be assessed through one-to-one discussion with the tutor/line manager. Responses should be recorded for verification purposes.

Essential resources

Learners will need the opportunity to participate in a team-working task.

Indicative resource materials

Websites

Engauge	www.engageonline.co.uk
Life Coach Expert	www.lifecoachexpert.co.uk
Monster – Career Advice	www.career-advice.monster.com
Project Smart – Team Building	www.projectsmart.co.uk/team-building.html
Work Smart	www.worksmart.org.uk/career

Unit 21: Working Towards Goals

Unit reference number: J/502/0463

Level: 1

Credit value: 2

Unit aim

This unit aims to help the learner understand how to identify and work towards goals appropriately.

Unit introduction

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

Learners' current areas of weakness will be self-evaluated, and assessed by peers and tutors. Learners will be guided in identifying a range of appropriate sources of support and engage in structured activities which will lead to the success of a short-term goal, within a specific timescale. The goal should map directly to sustainable topics from the eight sustainability-themed gateways.

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

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

1 Be able to identify and explain their goals

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

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

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

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

2 Prepare an action plan to meet their goal

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

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

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

3 Be able to review progress towards achieving their goal

Regularly review activities and outcomes: reviewing completed tasks through discussion with peers and professionals; diary reflection; checklists and questionnaires; tutorial paperwork and mapping to sustainability-themed gateways eg food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local well-being, global dimension

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

Essential resources

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

Indicative resource materials

Websites

Connexions – information and advice for young people	www.connexions-direct.com/index.cfm?pid=65
Directgov – information on looking for work	www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork
Engauge	www.engaugeonline.co.uk
Fast tomato – careers advice for teenagers	www.fasttomato.com
Life coach – information from 'experts' on many aspects of life	www.lifecoachexpert.co.uk

Unit 22: Dealing with Problems in Daily Life

Unit reference number: L/502/0464

Level: 1

Credit value: 2

Unit aim

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

Unit introduction

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

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

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

Completing this unit will contribute to learners' overall personal and social development. The practical approach used throughout this unit will support the skills development necessary to become independent when problem solving in their own lives, or when interacting with family, friends or the local community.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

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

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

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

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

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

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

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

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

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

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

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

Identifying whether problem has been solved: solutions to types of problem eg burst pipe fixed and no longer leaking, car fixed, loans repaid, no further conflict

with family or friends, solutions found for family caring responsibilities leading to more time for study; improved self-esteem and confidence; sources of evidence eg results from tests, review and tutorial targets, individual learning plan, witness testimonies, observation statements, minutes of meetings, incident report

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

Learners should be guided in referencing appropriate supporting evidence.

Essential resources

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

Indicative resource materials

Websites

BBC Skills – provides fact sheets, work sheets, quizzes and games to help improve skills

www.bbc.co.uk/skillswise

Engauge

www.engaugeonline.co.uk

Unit 23: Individual Rights and Responsibilities

Unit reference number: K/502/0472

Level: 1

Credit value: 1

Unit aim

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

Unit introduction

This unit aims to give learners an understanding of their individual rights and responsibilities as present and future citizens of planet Earth. It is important that individuals know what their rights are, as human beings and as citizens of the country in which they live, to be able to exercise those rights effectively and respect the rights of others. Individuals should understand the impacts of the decisions they make.

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

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

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

Completing this unit will contribute to learners' personal and social development. Learners will develop knowledge and skills they can use in the future to help them exercise their individual rights and responsibilities more effectively and appreciate the impact of decision making on their own rights and those of others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand their individual rights	1.1 give examples of their rights as an individual 1.2 give examples of barriers which may prevent the exercising of their rights 1.3 identify sources of support in exercising their rights and describe how they could help
2 Understand their individual responsibilities	2.1 identify their responsibilities to themselves 2.2 state their responsibilities to others 2.3 demonstrate how they take responsibility for themselves

Unit content

1 Understand their individual rights

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

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

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

2 Understand their individual responsibilities

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

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

Essential guidance for tutors

Delivery

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

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

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

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

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

Learners could be asked for examples of how these rights are breached globally and the group could discuss their impact and responsibilities on human rights globally and for the future.

Assessment

To meet the requirements for assessment criterion 1.1 learners must give at least two examples of their rights as an individual. Simply listing them is not sufficient to demonstrate understanding, learners must briefly identify why this is a right for example, 'I have the right to breathe clean air. The law in Britain says people cannot smoke in public places such as restaurants.' In order to meet the requirements for 1.2 learners must give at least two examples of possible barriers to exercising their rights. At least two examples of sources of support are required

for 1.3 and the learner must describe in simple terms how they could help. Learners could provide evidence for all three elements of learning outcome 1 by designing a self-help leaflet, magazine article or creating the script for a radio or TV show on the subject of 'know your rights'.

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

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

Essential resources

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

Indicative resource materials

Textbooks

Clark D – *Rough Guide to Ethical Shopping* (Rough Guides Ltd, 2004) ISBN 9781843532651

Websites

20 minute video on the impact of consumerism	www.storyofstuff.com
BBC Schools – lowdown on rights	www.bbc.co.uk/schools/citizenx/being/rights/lowdown/rights_basics_1.shtml
BBC Schools – Photo story about rights	www.bbc.co.uk/schools/citizenx/being/rights/photostory.shtml
Citizens Advice Bureau	www.adviceguide.org.uk/
Consumer direct – Know your rights about buying goods	www.consumerdirect.gov.uk/after_you_buy/know-your-rights/
Directgov – Your rights and responsibilities as a citizen	www.direct.gov.uk/en/Governmentcitizensandrights/Yourrightsandresponsibilities/index.htm
Engauge	www.engaugeonline.co.uk
Equality and Human Rights Commission	www.equalityhumanrights.com
Guide to ethical buying	www.ethicalconsumer.com/home.aspx
Kids direct – Kids' rights	kids.direct.gov.uk/main.aspx?firstObject=

teachers_area

Unit 24: Community Action

Unit reference number: M/502/0473

Level: 1

Credit value: 2

Unit aim

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

Unit introduction

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

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

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

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Unit content

1 **Demonstrate an understanding of the role that community groups play**

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

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

2 **Demonstrate their involvement in community activities**

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

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

Essential guidance for tutors

Delivery

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

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

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

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

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

Assessment

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

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

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

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

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

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

Essential resources

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

Indicative resource materials

Websites

BBC Schools – lowdown on community groups	www.bbc.co.uk/schools/citizenx/local/community/lowdown/index.shtml
British Trust for Conservation Volunteers Group directory	www2.btcv.org.uk/display/findgroup
Community Group – helping to run a community group	www.communitygroup.co.uk/
Directgov – information on community groups	www.direct.gov.uk/en/HomeAndCommunity/Gettinginvolvedinyourcommunity/index.htm
Engauge	www.engaugeonline.co.uk
Time Bank – What can volunteering do for you?	www.timebank.org.uk/aboutgiving/benefits_vol.htm
Vinspired – Local 16 – 25 volunteer network website	www.vinspired.com/

Unit 25: Rights and Responsibilities of a Citizen in a Democracy

Unit reference number: Y/600/3161

Level: 1

Credit value: 1

Unit aim

The aim of this unit is to give learners an understanding of individual rights and responsibilities in the United Kingdom.

Unit introduction

Knowing about Human Rights is an essential precursor to understanding about individual rights and responsibilities. It is essential to understand the political and legal rights to which citizens in the United Kingdom are entitled.

Effective citizenship requires individuals to have a sense of duty or obligation to each other and the community. It is important therefore, to understand moral, community and political responsibilities and how these may conflict with individual rights. An essential part of a modern democracy is the way the media inform and influence public opinion and holds those in power to account; this requires an understanding of partiality. How citizens can influence decisions in a democracy is essential to an understanding of active citizenship. This unit aims to develop knowledge and understanding in these key areas.

In the first part of the unit, learners will investigate human rights. The rights to which citizens of the United Kingdom are entitled will be explored in this section.

The responsibilities of citizenship will be investigated in the second part of the unit. Learners consider how individual rights and responsibilities can conflict.

In the third part of the unit learners will investigate how the media influences public opinion and the government.

Finally, learners consider ways citizens can influence decisions as individuals, or members of a group or organisation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the rights of citizens	1.1 outline the meaning of human rights 1.2 identify rights of citizens in the United Kingdom
2 Know the responsibilities of citizenship in a democracy	2.1 describe responsibilities of citizenship 2.2 describe how individual rights and responsibilities may conflict
3 Understand the role of the media in a democracy	3.1 explain how the media shapes opinion
4 Know how citizens can influence decisions	4.1 outline how individuals, groups and organisations can influence decisions affecting communities and the environment

Unit content

1 Know the rights of citizens

Human rights: definition eg make sure citizens are treated fairly, human rights eg civil and political rights ie the right to life and liberty, freedom of expression, equality before the law, social, cultural and economic rights

Rights of UK citizens: different rights eg civil rights, rights in law eg free speech, fair trial, to own property, political rights eg to vote, stand for office, social rights eg income, state education, health care, Human Rights Act 1998, anti-discrimination legislation eg Equality Act 2010, Race Relations Act 1976

2 Know the responsibilities of citizenship in a democracy

Responsibilities of citizenship: reasons eg duty/obligation to each other and community, necessary to make sure society does not break down; types eg moral responsibility eg respect differences in people, treat others as you would like to be treated; community responsibility eg school, college, local community, town; political responsibility eg voting, involvement in democratic process, ensuring future generations can exercise their rights

Conflicting rights and responsibilities: conflicts eg freedom of speech versus threats from extremism and terrorism, right to privacy versus requirement to carry identity cards, parental right to discipline a child versus responsibility to keep children safe, right resources versus the impact on others and the environment

3 Understand the role of the media in a democracy

Media: television eg public sector, commercial sector, satellite and cable; radio eg BBC, commercial stations, community stations; newspapers eg national, local, broadsheet, tabloid; internet

Media in a democracy: types eg free press, self-regulated, reports current events, provides free market of ideas, informs public of action of government, represents views of public to government, communicates ideas, raises awareness, lobbies, campaign on issues

Impartiality of media: often not impartial eg different newspapers support political parties, internet information unregulated, television programmes with social/political agenda; withholding or over-emphasising information (spin)

4 Know how citizens can influence decisions

Influencing decisions: involvement eg membership of community organisations, pressure groups, national campaigns, local campaigns, volunteering; actions eg voting, joining a political party, involvement in student/local council, writing to newspaper, signing a petition, protesting, consumerism

Essential guidance for tutors

Delivery

Although this unit may be presented through small group discussions which give learners the opportunity to develop skills of critical thinking, it is important to use a range of delivery methods. Learner-centred tasks such as group work, research tasks, learner-led presentations and role play will help learners to explore ideas, opinions and values that are different from their own and make judgements based on evidence.

To introduce the unit, tutors could ask the learners to consider the difference between rights and luxuries. Learners could work in small groups to compile a list of human rights and present their ideas to the group to generate discussion. Tutors could introduce the Universal Declaration of Human Rights (UDHR). Working in groups learners could research different articles and present their findings as a whole class display, giving reasons why they think each right is important. The tutor could pose questions such as 'which of the rights are most important and why?', 'Are there any rights you would add to UDHR?' and 'What would happen in Britain if the UDHR did not exist?' Tutor led discussion will help to consolidate learning.

Learners could work in pairs to investigate citizens' rights in the UK and prepare a leaflet for a new citizen outlining the civil, political and social rights they are entitled to. A role play of 'Speakers' Corner' would help learners to appreciate one way that the right to free speech is upheld. Analysis of voting statistics could generate discussion about why citizens do not exercise their right to vote. Learners could explore a topical human rights issue in the UK, for example care of the elderly or a 'postcode lottery' of drugs for cancer.

Learning outcome 2 could be introduced by asking learners to consider what makes a good citizen. Learners could work to rank the qualities (skills, attributes and characteristics) of a good citizen in order of importance and justify their reasons to the whole group. Discussion following this activity provides opportunity for learners to change the position of the statements and reach clear conclusions through active discussion. Learners could produce posters of the responsibilities of citizenship to display in the classroom.

Decisions that have to be made to balance conflicting rights can be explored by learners working in groups to analyse different predicaments and decide what action a responsible citizen would take. Groups present their scenarios to the whole group and justify their responses.

To introduce learning outcome 3, learners could be provided with reports about a topical issue from different newspapers and video clips of television reporting. Learners could be asked to compare the reports to recognise bias through the use of language or images. Learners could work in small groups and be provided with a scenario, eg the government is proposing an 8pm curfew for under 16s. Half of the groups could prepare a television news item which argues in favour of the proposal and the other half against it. Groups could present their news items to the whole group. Tutor led discussion could follow to explore how the media in a democracy is able to inform and influence public opinion and government policy.

The tutor could introduce learning outcome 4 by learners watching national and local television news broadcasts and reviewing local and daily newspapers to identify topics which they are concerned about. The identified issues could be listed on a flip chart and consensus reached to agree on one issue. Discussion could follow about ways citizens can influence decisions and the role of negotiation and persuasion in a democracy.

Learners could then work in different groups supported by the tutor to devise the wording for a petition, design posters, prepare a letter for the national press, contact a pressure group, plan a demonstration or design flyers for their campaign. This will help learners to understand how citizens can learn how to influence those in power and participate positively in ways that are safe, responsible and within the law.

Assessment

For assessment criterion 1.1, the learner will need to give a clear definition of human rights which includes reference to civil, political and economic rights. The evidence may be from taped discussions verified by the tutor. Alternative methods of evidencing learning may be used.

For 1.2 the learner will need to list at least two civil rights, at least two political rights and at least two social rights for United Kingdom citizens. Evidence may be presented in the form of a leaflet for a new citizen in the United Kingdom.

Assessment criterion 2.1 requires the learner to give at least two examples of responsibilities of citizenship. The evidence may be presented as a poster.

For 2.2 the learner will need to give detail of two situations where individual rights and responsibilities conflict. Evidence may be in the form of a brief account.

Assessment criterion 3.1 requires the learner to make clear how the media influences public opinion and influences government policy. At least two examples of each must be given to meet this criterion.

For 4.1, the learner will need to include information about at least two different ways individuals, groups and organisations can influence decisions affecting communities and the environment.

Essential resources

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

Indicative resource materials

Textbooks

Arthur J and Wright D – *Teaching Citizenship in the Secondary School* (David Fulton Publishers, 2001) ISBN 9781853467448

Clark D – *Rough Guide to Ethical Shopping* (Rough Guides Ltd, 2004) ISBN 9781843532651

Coulson-Lowes D – *GCSE Citizenship Studies: Student Book* (Folens Publishers UK, 2002) ISBN 9781843032878

Davies I – *100 Ideas for Teaching Citizenship* (Continuum International Publishing Group Ltd, 2005) ISBN 9780826484949

Tudor – *Practical Resources for Teaching Citizenship in Secondary Classrooms*
(David Fulton Publishers 2002) ISBN 9781853468407

Wales J, Culshaw C, Clarke P and Reaich N – *Citizenship today: Student's Book*
(Collins Educational, 2009) ISBN 9780007220632

Websites

Amnesty International	www.amnesty.org.uk
BBC interactive resources	www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml
Channel 4	www.channel4learning.com/sites/citizenpower/index2.htm
Engauge	www.engaugeonline.co.uk
Equality and Human Rights	www.equalityhumanrights.com
G Nation	www.g-nation.co.uk
Guide to ethical buying	www.ethicalconsumer.org/home.aspx
Human rights cases in the UK	www.1cor.com/cases
Liberty – protecting civil liberties and promoting human rights	www.liberty-human-rights.org.uk

Unit 26: The Changing Nature of Society in the United Kingdom

Unit reference number: K/600/3164

Level: 1

Credit value: 1

Unit aim

The aim of this unit to give learners an understanding of what it means to be a citizen in a multi-cultural society, ie the United Kingdom and how to contribute to community cohesion.

Unit introduction

To understand what it means to be a citizen in the United Kingdom requires appreciation of the concept of diversity and how it can encourage and support community cohesion. It is important to consider the language, religion and way of life that people have brought to the UK over thousands of years and how they combine to form our multicultural society. Ways in which the values, ideas, beliefs, cultures, identities, traditions and perspectives of a multi-cultural society can be shared is a significant aspect of this unit. The unit provides learners with the knowledge to take informed and responsible action as a citizen and to help provide a sustainable future.

In the first part of the unit learners investigate the history and benefits of the struggle for rights and freedom in the United Kingdom. The benefits gained from such struggles are considered.

In the second part of the unit the learner is expected to consider the concept of identity and why it is important in a multicultural society, to ensure community cohesion for a sustainable future.

Learners explore multiculturalism in the UK in the third part of the unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about identity	1.1 list factors which contribute to cultural identity 1.2 outline why identity is important
2 Know about the changing nature of UK society	2.1 outline reasons people migrate 2.2 identify changes in UK society 2.3 describe benefits of cultural diversity
3 Understand how community cohesion in a multicultural society can be encouraged	3.1 explain how to encourage community cohesion in a multicultural society

Unit content

1 Know about identity

Identity: types eg multiple identities, individuals are all different but have many things in common, some factors cannot be changed eg gender, skin colour, disability; other factors individuals select for themselves eg political party, football team; changing identities eg parenthood

Social identity: which groups in society you feel part of; local identity eg town/village area where you live; regional identity eg southern, northern; national identity eg British, Japanese; global identity; ethnic identity eg Asian; religious identity eg Muslim, Christian

Importance of identity: meaning eg sense of belonging, feeling accepted, provides a strong sense of self, to recognise what individuals have in common as well as what makes an individual different; encourages cohesion and sense of community for a sustainable future

2 Know about the changing nature of UK society

Reasons for migration: different reasons to come to UK eg to escape war, poverty, discrimination, to find work, freedom, to marry; leave UK eg to find work, better lifestyle, better weather, join family; within UK eg find work, join family in other parts of country, re-housed, join community

Changes: multicultural society eg made up of people from different ethnic, religious and cultural backgrounds, immigrants to UK from many different countries eg Vikings, Normans, Jewish refugees in 1933-45, immigrants from commonwealth encouraged by government to cope with labour shortages 1948-71, members of the EU from 1992

Benefits of cultural diversity: reasons eg makes life varied and interesting, enhances life experiences, opportunity to learn about different cultures eg ways of living, approaches attitudes, languages; contribution to society eg to industry, enterprise, skills, sport, different food, music and entertainment, appreciation of own environment and seeing it as others do, making informed choices for social interaction

3 Understand how community cohesion in a multicultural society can be encouraged

Community cohesion: meaning eg building a more tolerant fair and transparent society in which all members share a common sense of belonging that overcomes their differences

Ways to encourage community cohesion: actions eg respect diversity, recognize shared values, learn from and about each other, apply and defend human rights, challenge prejudice, discrimination and stereotyping, participate and take responsible action, report if you or others are being abused/discriminated against, working together, building acceptance of our need for a sustainable future

Delivery

Discussions are a valuable way for learners to explore the issues and concepts in this unit and allow learners to develop their debating skills and consider points of view that are not their own. However, it is important to use a range of delivery methods and learner-centred tasks such as group work, research tasks, learner-led presentations and role play to help learners to further explore ideas, opinions and values which are different from their own and make judgements based on evidence.

Tutors may introduce this unit with an activity that encourages learners to consider the ingredients that make up their own identity. Learners write their ingredients on Post-it notes and work in groups to place them on flip chart paper, matching and grouping them together. Tutor-led discussion could follow about similarities and differences in the groups. Tutors could pose questions about similarities and differences in different age groups. Learners could work in small groups to plan a barbecue for a group of fictional characters with diverse needs, aiming to take all of the needs into account and meet the aim for people to make new friends and have fun.

Groups present their ideas to the group for discussion about whose ideas best meet the diverse needs. Tutors could explain that the planning is a simplified example of what happens in Britain. Decisions have to be made about how to please as many people as possible and what can be done in situations where the identities of individuals and groups may clash.

Learning outcome 2 may be introduced by considering the history of migration of groups to this country. Learners could work in groups to research information about the reasons for different 'waves' of immigration to the UK for example: Vikings, Normans, Huguenots, Irish, European Jews and Commonwealth immigrants. Each group could write the reasons the group needed to leave their country onto a flip chart or board. Information collected by groups could be collated onto a timeline to display in the classroom. Learners could work in pairs to consider a range of statements about the effects of immigration in UK and decide whether they consider the effects to be advantages or disadvantages of living in a multicultural society. Discussion about this subject could be sensitive and can lead to disagreement. Setting ground rules and using distancing techniques are helpful ways to manage discussion and help learners to understand how to express and explain their own opinions to others.

This unit could be introduced with a question and answer session about values. Tutors could pose the question 'What are values?'. Values could be listed on the flip chart for reference. Learners could work in pairs to analyse case studies of individuals from different groups which make up our multicultural society to identify the values involved. Learners could present their case studies to the group.

Tutor-led discussion could help learners to appreciate the values that are shared by different groups. The tutor could present learners with different scenarios which demonstrate prejudice, discrimination and stereotyping and pose the question 'What would you do in this situation?' Discussion and debate of issues raised will help learners to understand ways in which individuals can take action to encourage community cohesion. Learners could work in groups to research different

organisations which are working to build a more tolerant, fair and sustainable society, and make a poster about the organisation to display in the classroom.

Assessment

Assessment criterion 1.1 requires the learner to include at least two examples of the factors that play a part in an individual's identity.

For 1.2 the learner must briefly explain at least two reasons why identity is important. Examples may be given to support the response.

2.1 requires the learner to give clear information about at least two different reasons why people migrate. Examples may be given to support the response.

To meet assessment criterion 2.2 the learner will need to list at least two changes that have occurred in UK society and how these will affect the future and sustainability.

For 2.3 the learner must give brief detail about at least two advantages of cultural diversity. Examples may be given to support the response.

To meet assessment criterion 3.1, the learner needs to give at least two examples of shared values that promote community cohesion eg a joint youth group for church and mosque members and what needs to happen for a sustainable future.

Essential resources

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

Indicative resource materials

Textbooks

Arthur J and Wright D – *Teaching Citizenship in the Secondary School*, (David Fulton Publishers 2001) ISBN 9781853467448

Coulson-Lowes, Peter Brett and Sara Wiegand – *GCSE Citizenship Studies: Student Book* (Folens Publishers UK, 2002) ISBN 9781843032878

Davies I – *100 Ideas for Teaching Citizenship* (Continuum International Publishing Group Ltd, 2005) ISBN 9780826484949

Tudor R – *Practical Resources for Teaching Citizenship in Secondary Classrooms* (David Fulton Publishers, 2002) ISBN 9781853468407

Wales J and Harrison L – *Citizenship today: Student's Book* (Collins Educational, 2009)
ISBN 9780007324392

Websites

BBC site – questions to test British Citizenship	news.bbc.co.uk/1/hi/magazine/4099770.stm
BBC site interactive resources, games, quizzes	www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml

Channel 4 site resources for Citizenship education	www.channel4learning.com/sites/citizenpower/index2.htm
Engauge	www.engageonline.co.uk
Kick Racism out of Football site	www.kickitout.org
Show Racism the Red Card site– campaign against racism in football and society	www.srtrc.org
Site of Equality and Human Rights Commission. Downloadable publications	www.equalityhumanrights.com
Site of Forum against Islamophobia and Racism	www.fairuk.org
Site of National Assembly against Racism	www.naar.org.uk/index.asp
Website about race and racism. Interactive activities, lesson plans, downloadable resources	www.britkid.org/

Unit 27: The Role of the United Kingdom in Worldwide Organisations

Unit reference number: **M/600/3165**

Level: **1**

Credit value: **1**

Unit aim

The aim of this unit is for the learner to appreciate the role the United Kingdom has in worldwide organisations and consequently the global community.

Unit introduction

This unit introduces the learner to the role taken by the United Kingdom (UK) in global issues. The focus of this unit is on helping learners to have a clear understanding of how the UK interacts with organisations within the global community to effect change worldwide.

Learners are encouraged to explore the way these key organisations are involved in topical events, whether environmental, political or economic.

This unit can be used as a foundation for learning about worldwide citizenship, where learners are encouraged to explore global issues and take an active role.

In the first part of the unit learners will investigate the role of the UK in the European Union. The second part of the unit explores the purpose of the Commonwealth and the role of the UK within it.

Finally in this unit, learners look at the purpose of the United Nations and the role it played in a recent global event.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the role of the UK in the European Union	1.1 outline the function of the European Union 1.2 describe the role of the UK in the European Union
2 Know the role of the UK within the Commonwealth	2.1 state the purpose of the Commonwealth 2.2 describe the role of the UK in the Commonwealth
3 Know the role of the United Nations in the context of topical events	3.1 identify the purpose of the United Nations 3.2 describe the role of the United Nations in a current event

Unit content

1 **Know the role of the UK in the European Union**

Function of the EU: history eg formation, European relationships, collective benefits eg free trade, freedom of movement, freedom of job choice, monetary union (single currency)

The role of the UK in the EU: actions eg Membership of European Parliament (MEPs), European Council, has two members on European Commission, European Court of Justice; financial eg contributions to EU budget and receipt of subsidies eg for farmers; other eg community, agricultural policy, European Water Framework Directive, European nature conservation law, international climate change treaties

2 **Know the role of the UK within the Commonwealth**

Purpose of the Commonwealth: history eg formation, former British colonies; common values and goals eg promotion of democracy, human rights, good governance, the rule of law, individual liberty, egalitarianism, free trade, multilateralism, world peace; purpose eg forum for discussion, aim to reach consensus, Commonwealth Head of Government Meetings (summits); encouragement of cultural and sporting links eg Commonwealth Games

Role of UK in Commonwealth: actions eg symbolic head of Commonwealth; Monarch's role eg discussions with Commonwealth leaders, visiting host countries during each summit, delivering a Commonwealth Day broadcast.

3 **Know the role of the United Nations in the context of topical events**

United Nations: history eg foundation; aims eg to find peaceful solutions to disputes, encourage global cooperation, protection of human and civil rights; role eg ability to impose sanctions, send peacekeeping force, prosecution of war criminals through International Criminal Court, Security Council, UN Commission on Human Rights, International Court of Justice, WHO, UNICEF

United Nations involvement: humanitarian eg Afghanistan, HIV/Aids in Africa (UNAIDS); peacekeeping eg Cyprus, Georgia, UNESCO, UN Maritime Organisation

Essential guidance for tutors

Delivery

Tutors will need to be creative in the delivery of this unit, providing active learning experiences in order to help learners relate to the unit content and to situations that are relevant and meaningful to them. Delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations. Additional learning resources can include photographs, videos and interactive websites.

Learning outcome 1 could be introduced with a group work activity. Learners work in groups to analyse case studies which exemplify the functions of the European Union, for example; can a qualified Swedish electrician work in Italy? Is a French cheese producer able to sell his produce in UK supermarkets? Learners undertake internet research to answer questions and report back to the group. Tutor-led discussion will help learners to appreciate the range of functions of the EU. Learners could produce posters to illustrate the functions of the EU to display in the classroom.

The role of the UK in the EU could be explored through a true or false card-matching exercise. Learners could work in pairs to research statements about the UK's role in the EU and decide whether they are true or false. True statements could include: 'UK farmers receive agricultural subsidies' or 'The UK must abide by EU privacy laws'. False statements could include: 'The UK has 50 MEPs in the European Parliament' or 'The UK provides soldiers for the European Army'. Tutor-led discussion following feedback will help learners to consolidate knowledge about the UK's role in the EU.

The tutor could provide suggestions of relevant topical issues to engage the learners. These could include human rights issues, child labour, banning smacking; or environmental issues, eg development of coal-fired power stations or recycling waste to stimulate discussion and debate. As a group learners could decide upon an issue they would like to put to their MEP. Learners could research their proposal and contact their MEP.

Learning outcome 2 could be introduced with an activity that involves learners researching information about different Commonwealth countries which will be combined to form a time-line display. Learners work in pairs to research information about at least two different commonwealth countries using websites. The learners prepare answers to questions about the reasons for the country's membership of the Commonwealth, when the country joined, the benefits to the country of being a member. Information can be presented on A3 sheets and added to the timeline. Tutors could pose questions to the whole group about the Commonwealth such as: Does the Commonwealth enforce laws? What do Commonwealth countries have in common? What joint activities take place?

A quiz about the United Nations could be used to introduce learning outcome 3 to assess learners' knowledge and understanding of its role and functions. Learners could work in groups to research examples of: one United Nations peacekeeping activity, one health initiative, one human rights issue and one war crimes issue. Positive examples include UNESCO world heritage sites and climate change treaties – Copenhagen and Kyoto.

Groups could present their findings to the whole group using an ICT-based presentation.

Assessment

To meet assessment criterion 1.1, the learners will need to give brief information about at least two different functions of the European Union. Examples may be given to support the response. Evidence may be presented in the form of a poster. Alternative forms of evidence may be used.

For 1.2 the learner will need to include information about at least two different responsibilities of the UK in the EU.

For assessment criterion 2.1, the learner must give a clear, brief definition of the function of the Commonwealth.

To meet 2.2, the learner needs to include information about at least two functions of the UK in the Commonwealth. Examples may be given to support the response.

For 3.1 a clear definition of the purpose of the United Nations must be given. This needs to include reference to peacekeeping and human rights.

To meet 3.2 the learner needs to include brief information about actions taken by the United Nations in one current event. Evidence may be provided as ICT-based slides with notes. Alternative forms of evidence may be used.

Essential resources

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

Indicative resource materials

Textbooks

Arthur J and Wright D – *Teaching Citizenship in the Secondary School* (David Fulton Publishers, 2001) ISBN 9781853467448

Coulson-Lowes, Brett P and Wiegand S – *GCSE Citizenship Studies: Student Book* (Folens Publishers UK, 2002) ISBN 9781843032878

Davies I – *100 Ideas for Teaching Citizenship* (Continuum International Publishing Group Ltd, 2005) ISBN 9780826484949

Tudor R – *Practical Resources for Teaching Citizenship in Secondary Classrooms* (David Fulton Publishers, 2002) ISBN 9781853468407

Wales J and Harrison L – *Citizenship today: Student's Book* (Collins Educational, 2009)
ISBN 9780007324392

Websites

BBC site

www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml

British Empire and Commonwealth
Museum site

www.empiremuseum.co.uk/index.htm

Engauge	www.engaugeonline.co.uk
Citizens Advice – EU Law affecting UK	www.adviceguide.org.uk/index/your_rights/civil_rights/the_european_union.htm
Citizenship education	www.channel4learning.com/sites/citizenpower/index2.htm
Commonwealth Secretariat Website	www.thecommonwealth.org/Internal/142227/members/
Council of Europe site– interactive games	www.coe.int/t/transversalprojects/children/default_en.asp
Environment Agency	www.environment-agency.gov.uk
EU flags game	www.doc.ic.ac.uk/~ih/teaching/game/msc98/
EU website – information, interactive games	www.europa.eu/index_en.htm
Foreign and Commonwealth Office – information about EU and Commonwealth	www.fco.gov.uk/en/fco-in-action/institutions/britain-in-the-european-union/
Government site– information about EU	www.direct.gov.uk/en/Governmentcitizensandrights/UKgovernment/TheUKandtheworld/DG_073417
History Learning Site – UN	www.historylearningsite.co.uk/united_nations1.htm
Interactive role play –how decisions are made and how they impact on the life of European citizens.	decide4europe.eun.org/ww/en/pub/roleplay/homepage.htm
Liberty UK human rights organisation	www.liberty-human-rights.org.uk/index.shtml
UNICEF	www.unicef.org/index.php
UNESCO	www.whc.unesco.org
Water Framework Directive	www.ec.europa.eu/environment/water/water-framework

Unit 28: Developing Personal Skills for Leadership

Unit reference number: **M/501/5869**

Level: **1**

Credit value: **2**

Unit aim

The unit introduces the learner to the concept of leadership, decision-making, giving basic instructions to others and feedback within a leadership context.

Unit introduction

The development of leadership skills is often an important or desirable aspect of employability. Whether using these skills formally as a manager or supervisor, or informally to lead a small group of people or to relay instructions to others, learners will benefit from being able to understand and develop these skills. This unit introduces the learner to the concept of leadership and its main features.

Additionally, learners will gain a basic understanding of how to make decisions and give instructions to others as part of a leadership role. The ability to give and receive constructive feedback is another important aspect of leadership and is also introduced in this unit.

Sustainability and the effects on economic, social and environmental issues, whether in a workplace or other environment, should form a large part of this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about the main features of leadership	1.1 identify different types of leadership 1.2 outline the main features of leadership
2 Understand how to make decisions	2.1 identify a decision that needs to be made about a task or situation 2.2 describe the step or steps needed to make the decision
3 Understand how to give instructions to members of a group	3.1 identify the instructions needed for members of a group to carry out an aspect of their tasks or activities 3.2 give instructions to group members
4 Understand how to give and receive feedback about a task or activity	4.1 give examples of when they gave feedback about a task or activity to another group member 4.2 give examples of when they received feedback about a task or activity from another group member

Unit content

1 Know about the main features of leadership

Types of leadership: leaders in the widest context eg prime minister, managing directors of large companies, managers of sports teams; familiar leaders who have formal responsibility for others eg head of school/college, tutor, line manager/supervisor, community leaders; informal leadership eg sports team captains, prefects/monitors, leaders of project teams, leaders of social groups

Main features of leadership: responsibility for others eg making sure other people carry out their tasks or meet goals; giving instructions eg allocating work to others, telling people what they need to do; giving and receiving feedback eg telling someone they have done something right or that they needed to do something differently, listening to the opinions of others; making decisions eg deciding on what the others need to do and how they should do it

2 Understand how to make decisions

Types of decisions to be made: types eg making a decision in order to solve a problem, deciding on the best way of doing a task or activity, deciding which team member will do which activity

Steps needed to make a decision: steps eg consider talents, skills and interests of team members and match them to requirements of the assignment before allocating tasks to individual team members, consider all appropriate solutions before deciding on the best way to solve a problem, ensure that all aspects of sustainability are addressed

3 Understand how to give instructions to members of a group

Types of instructions: types eg allocating tasks or work to team members, showing someone what they need to do to carry out a task or activity, telling someone what they need to do and how to do it, giving deadlines for tasks to be completed

Giving instructions to others: ensuring instructions are clear and correct; giving instructions via most appropriate method of communication eg written, verbal, a presentation; giving instructions in an appropriate way eg at correct time and in a polite manner

4 Understand how to give and receive feedback about a task or activity

Types of feedback: formal eg written reports, appraisal; informal eg verbal feedback to individuals, feedback to a team on performance of task

Essential guidance for tutors

Delivery

Learners might find it helpful to be introduced to what leadership means in a wide context. This could be done in a group discussion in which the tutor asks them to identify different types of leaders – anyone from politicians and well known figures from business or industry to sports captains. Tutors could then encourage learners to think about leadership in more familiar contexts, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the head teacher or principal, their tutors). They could also be encouraged to discuss leaders in their local community or that they know socially. Learners would benefit from opportunities to discuss what they think a leader does (for example what do all the people mentioned above have in common that makes them leaders?) and the skills required to become a good leader in a team, group or company. This could be about the job or responsibilities leaders have towards their employees, learners or other people (for example the safety and wellbeing of others, having the right skills or knowledge when making important decisions, giving instructions and giving and receiving feedback).

Learners may need support in preparing to demonstrate some of the most basic and obvious features of leadership. These features are probably best demonstrated within an informal or small group setting. Tutors may wish to give the group a simple, structured activity to carry out, for example a defined project or task in which each member can be allocated a particular job and which has a defined timescale for completion.

In understanding how to make decisions, learners will need to demonstrate that they can make decisions about straightforward issues, for example deciding which team member should do which piece of work, or how long to spend on any given activity. Tutors might need to support the learner in identifying a decision to be made and then agree with them how it will be made – the step or steps they need to take in order to make the decision for example thinking about the skills or talents of a team member would help the learner to decide which task should be allocated to that team member. Learners could be encouraged to make at least one independent suggestion about the step or steps needed to arrive at the decision and be able to describe the step or steps.

In giving instructions to group members, learners could be encouraged to show that they can deal with relaying basic and non-complex information to others in an appropriate way. In this sense, the learner would be demonstrating communication skills and also appropriate behaviour and attitude skills. Learners might well need support in identifying what needs to be done and how to structure this into appropriate instructions to the team. The instructions could be given either verbally or via some other means, for example by email or flipchart, but would need to be clear and understandable to the recipient or recipients.

In giving and receiving feedback about a task or activity, as with giving instructions, learners will need opportunities to demonstrate appropriate behaviour in dealing with other members of the group. They would benefit from being able to practise giving straightforward feedback to others in an appropriate way using inoffensive language. They would also benefit from the opportunity to receive feedback from others by showing that they are listening to what others have to say.

Assessment

Evidence for assessment criteria 1.1 and 1.2 should come from a group discussion or group activity which shows the individual contribution of the learner, or from an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence etc. It may also be supported by written notes from the learner or the tutor/line manager. The learner needs to identify at least two different types of leadership and at least two main features of leadership.

In achieving assessment criteria 2.1 and 2.2, the tutor/line manager could support the learner in identifying a decision (and how to make the decision) via individual discussion between the learner and the tutor/line manager or in a group discussion. Evidence for 2.1 and 2.2 may take the form of a taped discussion, video evidence etc or copies of written documents (flowcharts, lists etc) in which the learner identifies a straightforward decision that needs to be made and the step or steps they will take in arriving at an appropriate decision. The learner is not expected to deal with complex decision making that requires a sophisticated series of steps to be taken.

Evidence for assessment criteria 3.1 and 3.2 can either come from an observation of the learner by the tutor, line manager or other designated person or from written evidence. With support from the tutor, line manager or other appropriate person, the learner needs to identify the necessary instructions and give the instructions to the group. The instructions are likely to relate to a simple task or activity. The instructions need not be detailed, but they must be clear and accurate. The observation can take the form of a witness statement, observation notes or a video of the learner giving instructions to the group with supporting notes. If in a written format, evidence of the written communication should be provided (for example copies of emails, memos, charts or letters) with a supporting commentary from the tutor/line manager if appropriate.

Evidence for assessment criteria 4.1 and 4.2 could come from either an individual discussion between the learner and the tutor/line manager or in written format. Evidence may take the form of a taped discussion, video evidence etc or copies of written statements by the learner with examples of them giving and receiving feedback related to a task or activity. It may also be supported by written notes from the learner or the tutor/line manager. The learner should be able to give at least one example of giving feedback to others and at least one example of when they received feedback (the learner may have received feedback individually or as part of a group of people). The feedback given and received need not be complex or detailed.

Essential resources

Learners should have access to appropriate sources of information about leadership such as books, websites and magazines. Learners will also need the opportunity to participate in a group task in which it is appropriate for them to give instructions to others.

Indicative resource materials

Websites

Engauge

www.engaugeonline.co.uk

Life Coach Expert

www.lifecoachexpert.co.uk

Monster – Career Advice

www.career-advice.monster.com

Tell Me

www.tellmehowto.net

Young Leaders Essential Factsheets

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

Unit 29: Practising Leadership Skills with Others

Unit reference number: T/501/5808

Level: 1

Credit value: 2

Unit aim

In this unit, learners will be able to practise their skills with other members of a group and understand how to contribute to a group's tasks and activities in a leadership role.

Unit introduction

Leadership skills need to be developed when working alongside others and evaluated in the light of interaction with others. In this unit, learners will be able to practise their leadership skills with other members of a group and understand what sort of skills they are demonstrating. They will also understand how to contribute to a group's tasks and activities in a sustainable or work-related leadership role and consider the effectiveness of the leadership skills they have practised.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand leadership skills they could practise with others	1.1 describe leadership skills they could practise with others
2 Demonstrate leadership skills in a group	2.1 discuss instances when they have demonstrated leadership skills
3 Review their practice of leadership skills	3.1 discuss the effectiveness of the leadership skills they have demonstrated 3.2 identify one aspect that went well and one that did not go so well

Unit content

1 **Understand leadership skills they could practise with others**

Leadership skills: leadership skills that involve interaction with others eg relaying instructions, explaining a goal or aim to others, working with others to solve problems, helping to encourage or motivate others, making decisions, helping others see what they are good at, giving and receiving feedback

2 **Demonstrate leadership skills in a group**

Leadership skills: giving instructions eg allocating tasks or work to team members, showing someone what they need to do to carry out a task or activity, telling someone what they need to do and how to do it, setting deadlines for tasks to be completed; making decisions eg making a decision to solve a problem, deciding on the best way of doing something, deciding which team member will do which activity; giving and receiving feedback eg written reports, appraisals, verbal feedback to individuals, feedback to a team on performance of a task

3 **Review their leadership skills**

Carrying out a review: different ways of evaluating leadership eg formal evaluation such as assessment forms, checklists or informal evaluation eg discussion with tutor/line manager; effectiveness of leadership eg whether or not group or team achieved its goals, appropriateness of decisions made by the leader, feedback received from group or team members about the leader, whether group understood the purpose of the activity and what needed to be done to achieve the purpose; identifying what went well and what did not go well eg clear instructions were given to the group but time taken to give the instructions was too long

Essential guidance for tutors

Delivery

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

In achieving learning outcome 1, learners could be encouraged to think about leadership in contexts that are familiar to them – for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the headteacher, the principal and their tutors). They could also be encouraged to discuss leaders in their local community or that they know socially. They should be able to describe how they can practise the skills needed for leadership within a group situation. This could be talking about responsibilities a leader has towards a group of people, how leaders should carry out their jobs, how they consult others in making decisions, how leaders give guidance or instructions to others and that leaders should be able to give and receive feedback from others. Learners may also suggest other attributes and qualities of leadership which can be practised in group settings and which they may want to discuss.

For learning outcome 2, learners will need the opportunity to explain that they have demonstrated basic leadership skills within an informal or small group context, which the tutor or line manager could also observe if appropriate. Learners could be encouraged to think about appropriate local opportunities to practise and demonstrate leadership skills with others, for example volunteering to lead part of a class assignment or showing a newcomer how to carry out a straightforward task in the workplace. Participating in voluntary work or being involved in positive alternatives to paid work, such as sports, training courses or the Duke of Edinburgh's Award, may also provide learners with opportunities to practise leadership skills with others. Consider this task in light of the eight gateways of sustainability, the opportunity for exploring sustainability through economic, social and environmental issues.

In achieving learning outcome 3, tutors and learners could discuss their performance either in a one-to-one or small group situation.

Assessment

Evidence for assessment criterion 1.1 could come from a group discussion which shows the learner's individual contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or presentation. It may also be supported by written notes from the learner or the tutor/line manager. The learner needs to discuss at least two different leadership skills they could practise with others.

Evidence for assessment criterion 2.1 could come from either an individual discussion between the learner and the tutor/line manager or be in a written format. Evidence may take the form of a taped discussion, video evidence, presentation or copies of written statements from the learner in which they give examples of when they showed leadership skills. It may also be supported by written notes from the learner or the tutor/line manager. The learner must give at least one example of how they have demonstrated their leadership skills.

The discussion may be supported by observation notes from the tutor/line manager of the learner within a group activity.

An example for 2.1 could be making a decision about who should do a particular task, in which case the learner needs to demonstrate that they can make a decision about a non-complex task based on appropriate information for example the skill or talents of the people available to do the task. Tutors should support learners to identify who would suit a particular task and how to communicate this to the relevant person or persons. The decision could be given either verbally or for example via email, diagram or flipchart but it must be clear and understandable to the recipient or recipients.

Evidence for assessment criteria 3.1 and 3.2 could come from a one-to-one discussion between the tutor/line manager and the learner or (if appropriate), a small group discussion in which the learner needs to identify one aspect of their leadership performance that went well and one that did not go so well (for example giving clear instructions to the group or for example not giving clear feedback to a member of the group).

Essential resources

Learners should have access to appropriate sources of information about leadership such as texts, websites and magazines. Learners will also need the opportunity to participate in a group task that allows them to show leadership skills.

Indicative resource materials

Websites

Engauge	www.engageonline.co.uk
Life Coach Expert	www.lifecoachexpert.co.uk
Monster – Career Advice	www.career-advice.monster.com
Tell Me How	www.tellmehowto.net
Young Leaders Essential Factsheets	www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

Level 2 units

Unit 30: Project in Sustainability

Unit reference number: Y/601/3172

Level: 2

Credit value: 3

Unit aim

This unit allows learners to undertake a practical or desktop project that will apply knowledge of sustainability in relation to their chosen environment.

Unit introduction

By undertaking this unit, learners will have the opportunity to initially 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.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Be able to plan a project to promote sustainability in a chosen environment	1.1 identify a suitable project 1.2 describe reasons for the chosen project 1.3 carry out an assessment of risk 1.4 plan activities and agree deadlines
2 Be able to undertake a sustainability project	2.1 use information from different sources 2.2 evaluate the relevance of information obtained 2.3 carry out a project
3 Be able to report on a sustainability project	3.1 present the results of the project 3.2 report on the conclusions 3.3 make recommendations for further project work
4 Be able to review the sustainability project and own performance	4.1 explain whether project aims were achieved 4.2 collect feedback from others to evaluate project and own performance 4.3 evaluate own performance in planning and carrying out the project

Unit content

1 Be able to plan a project to promote sustainability in a chosen environment

Project: choice of sustainability project from eight gateways eg food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local well-being, global dimension

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

Plan: aims and objectives; relevant topic; project outcomes; agree action plans with timelines; contingency planning

2 Be able to undertake a sustainability project

Sources of information: variety of information sources eg written material, site visits, internet, previous learner work

Relevance of information: relevance eg identification of biased information, 'greenwash', unreliable or 'sensationalist' sources of information, independent sources of information

Project: implementation; operations; health and safety; communication; project validity; information sources; methods used; results; other eg dates and times

3 Be able to report on a sustainability project

Present: format eg written, verbal, ICT-based presentation; results; outcomes; whether original aims and objectives have been achieved; bibliography

Conclusions: formulate conclusions; usefulness of project; project outcomes

Recommendations: for further work eg suggestion of topic(s) for future work, reasons for choice

4 Be able to review the sustainability project and own performance

Project: review success of project against original aims and objectives; project strengths; recommendations for improvement

Collect feedback: method eg questionnaires, comment cards, verbal feedback, observation records, witness statements

Evaluation: feedback (from tutor, peers, others); own performance and/or that of group; effectiveness of the project; strengths and areas for improvement

Essential guidance for tutors

Delivery

Beyond an introductory session, delivery of the unit will involve supporting learners as they work through the project, therefore schemes of work will need to have some flexibility built into them to reflect this. All eight sustainability-themed gateways need to be introduced in this unit. For their project, learners then select an area from the eight gateways or sustainability themes. The project may be undertaken in the learner's centre 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 which 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 maintain their deadlines. Delivery is likely to involve practical work, research and independent learner work. Centres can decide whether learners can collaborate with each other whilst undertaking the project, or whether they work as individuals. An assessor's 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 is also likely that learners will undertake some independent work for learning outcome 4. It may be advantageous to allow some time to provide feedback to learners for all four learning outcomes.

Assessment

For assessment criterion 1.1 and 1.2, learners need to identify a suitable project 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), lists of PPE etc. 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, before moving on to other assessment criteria in the unit. This interim assessment will then 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.

For assessment criterion 2.3, an assessor's 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, 4.1, 4.2 and 4.3) can be assessed together. Evidence could take any suitable format for example a report, ICT-based presentation, poster or any other format that allows learners to cover the unit content and achieve the assessment criteria.

Essential resources

Learners will require 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 considerations, whilst undertaking any planned practical tasks.

Indicative resource materials

Textbooks

Portney S – *Project Management for Dummies* (Hungry Minds, 2001) ISBN 9780470049235

Websites

Engauge	www.engaugeonline.co.uk
Envirowise	www.envirowise.gov.uk
Environment Agency	www.environment-agency.gov.uk
Green	www.green-works.co.uk
Sustainable Development Commission	www.sd-commission.org.uk

Waste and Resources Action
Programme

www.teachernet.gov.uk/sustainableschools

www.wrap.org.uk

Unit 31: Healthy Lifestyles

Unit reference number: D/600/3405

Level: 2

Credit value: 1

Unit aim

The unit explores emotional health and wellbeing and the factors that can influence this. Learners are encouraged to look at 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 information. It is also important 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 the future.

The unit begins by exploring emotional health and wellbeing and the factors that can influence this.

The unit continues by examining the benefits and risks of health and lifestyle choices. Learners will examine a range of activities that influence a healthy lifestyle, both positively and negatively.

In the last part of the unit, learners will explore ways to seek out reliable information in helping them to make informed choices about health behaviour. A variety of information will be investigated and learners will be encouraged to seek out appropriate, reliable sources.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about the importance of emotional and mental health	1.1 outline the importance of emotional health and wellbeing 1.2 outline the importance of mental health and wellbeing 1.3 describe causes, symptoms and treatments for mental and emotional disorders
2 Understand the benefits and risks of health and lifestyle choices	2.1 explain activities which contribute positively to a healthy lifestyle 2.2 explain activities that can be damaging to a healthy lifestyle
3 Be able to make informed choices in order to lead a healthy lifestyle	3.1 give examples of information and support for leading a healthy lifestyle 3.2 describe a range of informed choices about health behaviour

Unit content

1 Know about the importance of emotional and mental health

Emotional health: behaviours eg 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

Mental health: definitions eg sanity of mind, ability to think clearly and logically, rational, purposeful, organisation of thought processes, ability to problem solve

Importance: impact of emotional and mental health on self and others eg consequences of mental illness, self-confidence, ability to make and maintain relationships and friendships; causes, symptoms and treatment for mental and emotional disorders eg eating disorders, anxiety, depression, suicide, stress related conditions, self-harming behaviour

2 Understand the benefits and risks of health and lifestyle choices

Health and lifestyle choices: types eg healthy eating, understanding a balanced diet, Department of Health recommendations on food intake, fruit and vegetables, fewer processed foods, eating foods that are in season and often cheaper when abundant, regular exercise, impact of taking moderate exercise like 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

Benefits: health eg prevention of heart disease, obesity, diabetes, infectious diseases, addictions, physical and mental wellbeing, preventing stress and mental illness, establishing lifelong health and lifestyle behaviour

Risks: types eg 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.

3 Be able to make informed choices in order to lead a healthy lifestyle

Informed choices: types eg local and national eg 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 eg assessing long and short term consequences, influence from peers, organisations, government campaigns on smoking, drugs, drink-driving, media and the internet

Healthy lifestyle: includes eg 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

Delivery

Successful delivery of this unit requires a sensitive approach as learners will be expected to examine their own lifestyles in addition to 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 is available to help them.

This unit lends itself to a variety of creative approaches to investigate and explore information. For learning outcome 1, 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 will 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 treatment for different emotional and mental problems, for example eating disorders or depression, and the results could be presented in the group in order to share all the information.

To cover learning outcome 2, different activities that influence healthy lifestyles could be investigated by specific groups; for example smoking, alcohol, drugs, diet, stress and personal relationships. Learners should be encouraged to explore both the positive and negative influences of different factors, (the advantages of healthy eating as well as the dangers of obesity), and to consider both 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 also be invited to speak to the 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 3, learners should be given the opportunity to investigate a variety of information available both locally and nationally. This could be approached as individual projects, 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 handled 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 health behaviour.

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

Assessment

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

Assessment criteria 2.1 and 2.2 require specific examples of activities that can influence a healthy lifestyle, both 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, with both positive and negative examples given, for example the benefits of using condoms or the damaging effects of heroin use.

Assessment criterion 3.1 requires learners to give specific sources of information about 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.

In order to meet the requirements for 3.2, learners should preferably focus on the positive aspects of making informed choices for a healthy lifestyle, ie 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 different options here and that their work covers a variety of choices relating to health 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 on this in small groups and present their individual contributions, complete with visual aids where appropriate. Assessment could consist of both tutor and peer group feedback.

Essential resources

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

Indicative resource materials

Textbooks

Bean A – *Food for Fitness* (A&C Black Publishers Ltd, 2007) ISBN 9780713681284

Butler I, Robinson M and Scanlon L – *Children & Decision Making* (NCB Publications, 2005) ISBN 9781904787549

Lynch J and Blake S – *Sex, Alcohol and Other Drugs: Exploring the Links in Young People's Lives* (NCB Publication, 2004) ISBN 9781904787099

Madge N – *Understanding difference: the meaning of ethnicity for young lives* (NCB Publication, 2001) ISBN 9781900990691

Martinez A, Cooper V – *Laying the Foundations: Talking About Emotions, Relationships and Sex in Primary Schools* (NCB Publication 2006) ISBN 9781904787846

Sharpe S – *From Fear to Respect* (NCB Publications, 2004) ISBN 9781904787068

Sharpe S and Thomson R – *All You Need is Love?: The Morality of Sexual Relationships Through the Eyes of Young People* (NCB Publications, 2005) ISBN 9781904787358

Wood S – *Life Routes: A Practical Resource for Developing Life Skills With Vulnerable Young People* (NCB Publications , 2006) ISBN 9781904787778

Websites

Are you thinking about sex and relationships	www.RUThinking.co.uk
BBC	www.bbc.co.uk/health
Engauge	www.engaugeonline.co.uk
Food standard agency	www.eatwell.gov.uk
Frank	www.talktofrank.com
NHS	www.nhs.uk/Change4life
NHS	www.nhs.uk/smokefree
Student health	www.studenthealth.co.uk
The site	www.thesite.org

Other

'Be Aware; Young People, alcohol and other drugs' NCB Teaching Pack (2004)

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

'Sex, Myths and Education' NCB Video (2002)

Unit 32: Sustainable Buildings

Unit reference number: A/601/3178

Level: 2

Credit value: 1

Unit aim

This unit enables learners to review the application of sustainability in the design and construction of buildings.

Unit introduction

Sustainability is now embedded deeply in the planning, design and construction of buildings. The government has introduced legislation in order to reduce the amount of carbon released into the atmosphere that is causing global warming. This legislation comes under the Building Regulations, where levels of insulation and the construction used are regulated to reduce emissions. The government has stated that by 2016 all new homes will be carbon neutral. This means that they will not add to the level of carbon emissions.

There are many sustainable methods used to control carbon emissions that can be incorporated within a home. They can be as simple as the direction the home points in, thus making the most of the available light from the sun. More complex methods involve the use of latent heat retained within the ground, which can be extracted and used to provide hot water and heating.

By incorporating sustainable methods, processes and materials we can drastically reduce the effect a new building has on the environment and the release of emissions into the air. This makes our built environment a better place to live, work and play, as every aspect has been considered carefully for its effect on our environment.

In this unit learners will explore some basic sustainable design features that can be incorporated within a home along with the sustainable materials that can be used to construct the home. This will include looking at the amount of wastage caused by using a material and the location of its source.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand the application of sustainability on the built environment	1.1 explain the use of a sustainable method 1.2 evaluate sustainable methods used on a building
2 Understand how sustainability benefits our built environment	2.1 explain how the application of sustainable building techniques protects our environment
3 Know how sustainable design and construction improves our built environment	3.1 illustrate a sustainable design feature for a building 3.2 identify the use of sustainable materials in a building

Unit content

1 Understand the application of sustainability on the built environment

Sustainable methods: methods eg sustainable communities, infrastructure, building orientation, use of natural light and heat, timber-framed construction, modular construction, prefabrication of homes, forming community spaces

2 Understand how sustainability benefits our built environment

Application: of techniques eg reduction in heat loss, high levels of insulation, heat recovery systems, rain water harvesting, grey water systems, reed bed sanitation schemes, swales, irrigation ponds, small wind turbine technology, ground source heating

3 Know how sustainable design and construction improves our built environment

Sustainable design features: for buildings eg use of glass walls, surface areas, building density, building orientation, use of brownfield sites, maximum use of footprint, earth berms, grass roof construction, alternative energy sources, indoor gardens

Sustainable materials: in buildings eg use of sustainable certified sources, timber, oak- framed structures, natural insulation materials, hemp, wool, external timber cladding, recycled materials, crushed demolition waste, timber, bricks, natural products, slate, stone, straw

Essential guidance for tutors

Delivery

Delivery should raise awareness and broaden learners' experience, knowledge and understanding of sustainability and sustainable approaches. The use of case studies is encouraged so that learners can see how sustainability has been applied to a building and the use of sustainable materials.

Tutors delivering this unit have opportunities to use a wide range of techniques. Lectures, discussions, presentations, site visits, research using the internet and/or library resources are all suitable. Delivery should stimulate, motivate, educate and enthuse learners. Visiting speakers from sustainable material suppliers would stimulate discussion and debate amongst learners. The use of video and/or DVDs should be encouraged along with local examples of sustainable buildings. A visit to a local sustainable building would provide an opportunity to contextualise a material within the building.

Forming links with a materials manufacturer or an architect from the local authority who could place sustainability in a working context would be useful. The local authority is worth engaging as sustainable designs are now common within community and council-run buildings.

Assessment

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

For assessment criterion 1.1, learners need to explain the use of a sustainable method in the construction of a building or community.

For assessment criterion 1.2, learners need to take the knowledge and understanding from criterion 1.1 and evaluate this, that is to review the information and bring it together to form a conclusion, stating the advantages and disadvantages of the sustainable method used. Learners need to provide evidence for each of their views or statements.

For assessment criterion 2.1, learners need to explain how sustainable building techniques help to protect the environment. Evidence could be in written form. Learners need to provide details or give reasons to support their explanation.

For assessment criterion 3.1, learners need to examine a sustainable design feature and illustrate it either through an annotated sketch, diagram or other suitable form of visual media.

For assessment criterion 3.2, learners could carry out a survey/site check to identify the use of sustainable materials within a building.

Evidence produced to meet the assessment criteria will need to be presented in a suitable format, with the use of relevant images where appropriate.

Essential resources

Learners will require access to computers and the internet to research sustainable design and buildings. A guest speaker, for example a sustainable materials supplier, would also enhance delivery.

Learners will need access to a range of sustainable material sources from suppliers' websites and the opportunity to handle some samples obtained from manufacturers. They need to see a sustainable material used in-situ, photographs and case studies would aid this research.

Indicative resource materials

Textbooks

Royston A – *Sustainable Building* (Franklin Watts, 2008) ISBN 9780749682118

Strongman C – *The Sustainable Home: The Essential Guide to Eco Building, Renovation and Decoration* (Merrell Publishers, 2008) ISBN 9781858944302

Websites

Engauge www.engaugeonline.co.uk

Sustainable Construction Network www.sustainableconstructionnetwork.com/

Sustainable Construction www.sustainableconstruction.co.uk/sheepdog.htm

DVD

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

Unit 33: Procurement and Waste Management

Unit reference number: R/601/3185

Level: 2

Credit value: 1

Unit aim

This unit enables learners to consider improvements in sustainability by studying the procurement requirements and waste management policies of a community.

Unit introduction

Procurement procedures and waste management decisions can contribute to improving the sustainability of society. By studying this unit, learners are encouraged to investigate, on a community level, the steps that can be taken to improve the sustainability of society.

It is also important for learners to consider how to dispose of all waste safely in the community, particularly with regard to hazardous items such as waste electronic equipment. Statistics published by the Department for Environment, Food and Rural Affairs (Defra) show that fly-tipping incidents in England are prevalent, particularly in deprived areas. Reported incidents are dealt with by local authorities. It is likely that the true number of incidents is actually much higher since those occurring on farmland tend to go unreported. Through this unit learners will gain an understanding of current health, safety and waste disposal legislation and issues associated with antisocial waste disposal.

The unit is designed to encourage learners to consider procurement and waste management on a community level, including items that may not be immediately obvious to learners. For example, office fax machines or bulk furniture purchases by institutions that would be part of the procurement and waste management requirement of a community, but not necessarily directly used by learners themselves. For the purpose of this unit, learners' place of study would be considered as part of the community.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand the principles of sustainable procurement	1.1 explain what sustainability means 1.2 explain the concept of sustainable procurement in the community
2 Understand the waste hierarchy	2.1 explain the waste hierarchy 2.2 explain where specified waste products fit into the waste hierarchy 2.3 recognise other waste types
3 Know how to manage waste safely and legally	3.1 identify waste management facilities in the local community 3.2 describe current waste disposal legislation 3.3 describe issues associated with litter and fly-tipping
4 Be able to undertake a procurement/waste management audit to meet given objectives	4.1 conduct a procurement/waste management audit to meet given objectives 4.2 make recommendations to improve sustainable procurement and waste management in the local community

Unit content

1 Understand the principles of sustainable procurement

Sustainability: definition of sustainability eg UK Government's – development which meets the needs of the present without compromising the ability of future generations to meet their own needs; social, environmental and economic sustainability eg alternatives to purchasing (swapping, making, repairing, sharing, bartering), fair trade, organic food, buying locally

Procurement: reason for procurement eg supporting teaching and learning in an institution; considerations eg origin of goods, packaging, energy use, excessive purchasing

Community: suitable examples eg the centre, extended family, settlement, groups, defined area

2 Understand the waste hierarchy

Waste hierarchy: reduce; reuse; recycle

Identification of waste: identification eg waste that can be reduced, reused, recycled; other waste eg controlled, hazardous, compostable

3 Know how to manage waste safely and legally

Waste management/disposal opportunities: sites eg recycling sites, opportunities to reuse waste; disposal of hazardous waste

Legislation: current legislation eg Waste Electrical and Electronic Equipment (WEEE) Regulations 2006, The Controlled Waste Regulations 1992, Environmental Protection Act (EPA) 1990

Antisocial waste disposal: issues eg fly-tipping and litter

4 Be able to undertake a procurement/waste management audit to meet given objectives

Scenario: procurement/waste management audit eg volume of waste produced, type of waste, waste disposal, reducing waste via planned purchasing, reduction of fly-tipping or littering

Objectives: given objectives eg to reduce waste, recycle more, save materials, money and energy on over-purchasing or unnecessary purchasing, produce compost

Recommendations: to improve sustainable procurement and waste management eg within the community

Delivery

Delivery of this unit will focus on the community of which the centre is part. It is likely that much of the delivery can be concentrated on the centre itself; however, facilities in the local area will also need to be considered. The centre can decide where to draw the boundary of the wider community, although it is likely to include the learners' residential areas. As a guide, the definition of community for the purpose of this unit is likely to comprise an area that learners can relate to, which includes all the facilities and resources required for successful delivery and assessment of the unit.

The unit could be supported by visits to sites where waste is composted, sorted and/or recycled. It might be possible to invite a speaker to the centre to explain how procurement can be made more sustainable. It may also be possible to invite a representative from the retail or packaging industry to discuss reducing or reusing packaging materials and receptacles, as well as developments in sustainable or recyclable packaging. Some local authorities have Waste Education Teams, or similar, who are willing to visit centres to make suitable presentations regarding sustainability issues, and may provide other resources.

For learning outcome 1, it is anticipated that learners will research definitions of sustainability, and discuss these with the cohort. It would be preferable to use basic, obvious examples, which could include composting garden waste, reducing packaging, reusing shopping bags and recycling glass and scrap metal. Other examples include fairtrade, organic food and buying locally. At this stage learners could propose their definition of the community they wish to study. Tutors will need to explain the term procurement, and the context in which it is being studied for this unit.

For learning outcome 2, learners need to research why reducing waste is preferable to reusing, which is in turn preferable to recycling. Learners will also need to be introduced to other waste types, such as compostable, controlled and hazardous waste. This could be achieved by sorting examples of household waste into the relevant categories either by using actual waste, or by learners devising a 'waste game' using cards illustrated with different types of waste to demonstrate the appropriate waste streams. If the centre possesses the appropriate software, an electronic version of this exercise could be developed.

Learning outcome 3 can be delivered through guided discussion and/or a guided walk arranged by the tutor to allow learners to study the provision of waste management opportunities in the local community. Learners will also need to be made aware of health and safety issues and appropriate legislation. However, this aspect of delivery could be combined with the activities designed for learning outcome 2. Learners need to know the problems associated with antisocial forms of waste disposal, namely fly-tipping and littering, and tutors may wish to encourage independent study and a class discussion regarding this subject.

Tutors have a great deal of flexibility regarding delivery of learning outcome 4. Tutors could decide the topic in discussion with learners at a suitable point after the unit has been introduced.

Assessment

For assessment criterion 1.1, it would be appropriate for learners to research suitable definitions of sustainability, and develop this to explain what sustainability means and the concept of sustainable procurement in the community. These explanations could be derived from group work involving a class discussion. If this assessment methodology is used, then each learner's individual contribution will need to be evidenced, supported by an assessor's observation record.

Assessment criteria 2.1, 2.2 and 2.3 could be assessed together, with learners explaining waste hierarchy, and citing suitable examples. Learners could be assessed using any appropriate methodology, for example a poster, advisory leaflet or a report. Alternatively, learners could be asked to devise a 'waste management game' to support other learners.

Assessment criteria 3.1, 3.2, and 3.3 could also be assessed together, perhaps in the form of an annotated map, report, advisory leaflet and/or a poster. Alternatively, assessment could be linked with assessment criteria 4.1 and 4.2. The audit should be practical, enabling learners to demonstrate their knowledge of waste disposal legislation and issues related to litter and fly-tipping (criteria 3.2 and 3.3).

Assessment of criteria 4.1 and 4.2 could also be linked with criteria 1.2, 2.1, 2.2 and 2.3, and could involve the production of a poster or a report on how to reduce waste by sustainable procurement, and/or indicating where waste management/waste disposal facilities are found in the community. Whichever methodology is used, learners will need to make appropriate recommendations that relate to the particular audit chosen. If group work is used, each learner's contribution needs to be evidenced, and each learner needs to individually provide sufficient evidence to meet the assessment criteria. Achievement of assessment criteria 4.1 and 4.2 will need to be supported by an assessor's observation record.

Essential resources

Learners will require access to suitable library and internet resources. They must also be provided with appropriate PPE and personal hygiene facilities, for health and safety considerations, whilst undertaking any practical tasks.

Indicative resource materials

Textbooks

Clark D – *Rough Guide to Ethical Shopping* (Rough Guides Ltd, 2004) ISBN 9781843532651

McCarthy D – *Saving the Planet without Costing the Earth* (Fusion Press, 2004) ISBN 9781904132394

Websites

Department for Environment, Food and Rural Affairs	www.defra.gov.uk/waste
Engauge	www.engaugeonline.co.uk
Environment Agency	www.environment-agency.gov.uk/subjects/waste
Envirowise	www.envirowise.gov.uk
Ethical Consumer Magazine	www.ethicalconsumer.org
The Fair Trade Foundation	www.fairtrade.org.uk
Fairtrade Schools	www.fairtrade.org.uk/schools
Freecycle	www.freecycle.org
Furniture Reuse Network	www.frn.org.uk
Green-Works	www.green-works.co.uk
Recycle Now	www.recyclenow.com/schools
Story of Stuff	www.storyofstuff.com
Sustainable Development Commission link government	www.defra.gov.uk/sustainable/
Waste and Resources Action	www.wrap.org.uk
Waste Management Awareness	www.wasteawareness.org

Unit 34: Understanding Personal Identity

Unit reference number: R/600/3403

Level: 2

Credit value: 1

Unit aim

The aim of this unit is to encourage learners to value themselves, and to appreciate the range of factors which affect identity. The unit also looks at how the media portrays body image and health issues, and the consequences for 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. There is no doubt that those who value themselves feel more confident about their roles and responsibilities in life. Such people are better able to make the most of their abilities and more able to contribute to building a better future.

Self-confidence is extremely important for personal wellbeing and is also sound preparation for employment. Confident learners are more successful with their studies, have better job-seeking skills and eventually become more valuable employees. There are well-established links between personal identity, self-esteem and making a positive contribution to society. This unit will enable learners to further appreciate the range of influences, including the media, on having a positive sense of self, a positive outlook on life and acting for the benefit of others thus strengthening community cohesion.

The first part of the unit takes the exploration of the nature of personal identity further and incorporates knowledge of learners' own personalities and personal qualities into a better understanding of self and self-esteem.

This leads onto examining the factors that can affect self-perception, and in particular the way the media portrays young people, body image and health issues. Learners will be encouraged to explore different ways the media represents young people 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 and other related units in order to maximise their knowledge and understanding.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about factors that influence personal identity	1.1 define personal identity 1.2 describe the factors that influence own personal identity 1.3 describe how these factors affect personal confidence
2 Understand how the media portrays young people	2.1 discuss different ways the media portrays young people, body image and health issues 2.2 explain the impact these images have on self-esteem
3 Be able to link personal identity to making a positive contribution to society	3.1 make links between personal identity and making a positive contribution to society 3.2 plan positive contributions to society

Unit content

1 Know about factors that influence personal identity

Personal identity: aspects eg individual interests, behavioural patterns, emotional responses, social roles and distinguishing characteristics, particular traits, personal qualities and attributes, recognisable features including physical appearance, nature, being outgoing or withdrawn, gregarious or shy, having a sense of humour, being cynical, inspiring, charismatic

Key influences: factors eg 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 eg parent, student, son, daughter, member of the community

2 Understand how the media portrays young people

Different portrayal in media: images eg clothes and fashion accessories, height, weight, hair (colour, type, style), skin type and colour; personalities eg 'hoodies', thugs, frivolous, promiscuous, environmentally conscious, eco-warriors, binge drinkers, teenage pregnancy, drug use, knife crime, gang membership

Impact on self-esteem: different impacts eg 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

3 Be able to link personal identity to making a positive contribution to society

Links: importance of valuing and respecting self and others eg 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

Positive contributions: roles and responsibilities eg belonging to different groups, leadership, mentoring, being environmentally and socially responsible; volunteering time and effort

Delivery

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

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 would also be about appearance, individual interests and personal qualities. Learners could compare their own perceptions of themselves with how they are perceived by others and create their own personality fact files outlining aspects of their own personal identity, as seen by them and by others. They might explore defining 'self' through taking part in community style activities and achievements.

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

Learners could conduct interviews with members of their family or people in different organisations within the local community in order to research different perceptions of how young people are portrayed in the media, for example youth leaders, senior citizens or teachers. Results could be summarised and collated using graphs, charts and short reports which could be presented and discussed. Learners could then use the information to consider the impact on personal identity and self-esteem with key points presented on posters, ICT-based slides or similar in order to share in the group.

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, celebrities 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 in order to contribute positively in society. Consider these elements by referring back to the SusGauge.

Learners could also use the information from their personality fact files (from learning outcome 1) and extend that into 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 affect 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. 1.3 requires learners to explain how these factors affect personal confidence and this should include both positive and negative influences. This could be evidenced from interviews and discussion, with learners creating personal fact files about themselves.

In order to meet 2.1 learners need to discuss a variety of different ways that young people are portrayed in the media and this should include both positive and negative examples, like being environmentally aware, 'hoodies' or binge drinkers. 2.2 requires learners to explain the influence that these images have on self-esteem, and again this should include both positive and negative examples, like 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 power points.

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 personal fact files to include links between their own personal qualities with being able to make a positive contribution to benefit the future economic, social and environmental areas of sustainability. For 3.2, learners could produce an action plan which clearly outlines how they could individually 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 in society.

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

Essential resources

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

Indicative resource materials

Textbooks

Martinez A, Cooper V – *Laying the Foundations: Talking About Emotions, Relationships and Sex in Primary Schools* (NCB Publication, 2006) ISBN 9781904787846

Sharpe S and Thomson R – *All You Need is Love?: The Morality of Sexual Relationships Through the Eyes of Young People* (NCB Publications, 2005) ISBN 9781904787358

Sunderland M and Armstrong N – *Draw on Your Relationships* (Speechmark Publications, 2008) ISBN 9780863886294

Wood S – *Life Routes: a Practical Resource for Developing Life Skills With Vulnerable Young People* (NCB Publication, 2006) ISBN 9781904787778

Websites

BBC	www.bbc.co.uk/relationships/improving_your_confidence
Chalkface Project for secondary education	www.chalkface.com
ChildLine	www.Childline.org.uk
Engauge	www.engaugeonline.co.uk
Teen line	www.teenlineonline.org

Other

- 'Life Stories' (2003) game from Smallwood Publishing
- 'Positive Attitude Ball' (2003) game from Smallwood Publishing
- 'The Ungame' (2003) game from Smallwood Publishing

Unit 35: Personal and Social Relationships

Unit reference number: T/600/3412

Level: 2

Credit value: 1

Unit aim

This unit aims to help the learner consider the importance of relationships in our day to day life. Influences on behaviour are looked at as part of an examination of the importance of respect and responsibility in developing relationships.

Unit introduction

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

The first part of the unit examines the nature of complex relationships and the importance of social skills in developing and maintaining complex personal and social relationships.

The unit continues by exploring the influence that emotions can have on relationships. Learners will be encouraged to examine ways of managing their feelings in different situations.

The final part of the unit will examine the importance of respect and responsibility in developing relationships. Learners will reflect on how positive social relationships enable individuals to make a positive contribution both in groups and in society.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about the importance of social skills in complex relationships	1.1 outline complex relationships 1.2 describe social skills 1.3 outline the importance of social skills in complex relationships
2 Understand how emotions influence personal and social relationships	2.1 explain a range of different emotions 2.2 explain how emotions influence personal and social relationships
3 Be able to show respect and responsibility in personal and social relationships	3.1 demonstrate a respectful, responsible relationship 3.2 review how to be respectful and responsible in relationships

Unit content

1 Know about the importance of social skills in complex relationships

Social skills: different forms of communication eg 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

Complex relationships: types eg in a group of friends, at work, at school with different teachers, neighbours, parish councils, community groups, charity campaigners, action groups, youth councils, youth clubs, sports teams; features eg different sets of expectations, different personalities want different things, different responsibilities and roles

2 Understand how emotions influence personal and social relationships

Emotions: different eg happy, sad, angry, scared, jealous, resentful, frustrated, disappointed, embarrassed; exploring how different feelings are expressed and managed eg verbally, physically, through behaviour; the importance of recognising feelings which are withheld or masked

Influence on relationships: effects of emotions eg the importance of being able to distinguish between feelings and behaviour eg 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 eg passive, assertive, disrespectful, possessive, positive and negative influences, supportive behaviour, positive or negative attitudes, understanding, tact and diplomacy

3 Be able to show respect and responsibility in personal and social relationships

Respect: meaning eg 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

Responsibility: meaning eg 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

Personal relationships: types eg emotional connection with another significant person, sexual relationships, the importance of gender equality, exploring aspects of behaviour in personal relationships, discourage aggression (ganging up on each other and pack mentality)

Social relationships: types eg friendships, family relationships, group involvement and wider relationships, communication and cooperation, group behaviour and teamwork, school, work, church

Essential guidance for tutors

Delivery

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

For learning outcome 1 learners could analyse the different social skills in relationships viewed from 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 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' (Speechmark Publications). Through some of these practical activities learners could explore a wide variety of emotions, for example jealous, disappointed, resentful, embarrassed 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. Learners could explore relationships in the armed forces as a different model, looking at the importance of respect, responsibility and discipline.

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

Assessment

In order to meet assessment criterion 1.1 learners could create lists of different complex relationships and this should include both personal and social relationships. For example friendship groups, relationships at work and school, emotional relationships and different family relationships.

In order to meet 1.2 learners should describe the importance of social skills in complex relationships including 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 ICT-based presentations.

Assessment criterion 2.1 requires learners to explain a range of emotions and this should focus on the emotions commonly encountered in relationships, for example jealousy, disappointment, embarrassment and frustration. In order to meet 2.2 learners need to make the link between emotions and their influence on personal and social relationships. This could be evidenced from practical emotional literacy activities and group work with learners writing short reports or magazine articles or 'Big Brother' style diary entries.

This could be extended into criteria 3.1 and 3.2, which require learners to demonstrate and review how to be respectful and responsible in relationships. This could be evidenced from their role-play situations with learners reviewing and analysing the 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.

Essential resources

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

Indicative resource materials

Textbooks

Butler I, Robinson M and Scanlon L – *Children & Decision Making* (NCB Publications, 2005) ISBN 9781904787549

Fuchs B – *Group Games: Social Skills* (Speechmark Publishing, 2002) ISBN 9780863884207

Lynch J and Blake S – *Sex, Alcohol and Other Drugs: Exploring the Links in Young People's Lives* (NCB Publication, 2004) ISBN 9781904787099

Madge N – *Understanding difference: the meaning of ethnicity for young lives* (NCB Publication, 2001) ISBN 9781900990691

Martinez A and Cooper V – *Laying the Foundations: Talking About Emotions, Relationships and Sex in Primary Schools* (Spotlight, 2006) ISBN 9781904787846

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

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

Sharpe S – *From Fear to Respect* (NCB Publications, 2004) ISBN 9781904787068

Sharpe S and Thomson R – *All You Need is Love?: The Morality of Sexual Relationships Through the Eyes of Young People* (NCB Publications, 2005) ISBN 9781904787358

Sunderland M and Armstrong N – *Draw on Your Relationships* (Speechmark Publications, 2009) ISBN 9780863886294

Wood S – *Life Routes: A Practical Resource for Developing Life Skills With Vulnerable Young People* (NCB Publications, 2006) ISBN 9781904787778

Websites

ChildLine	www.Childline.org.uk
Engauge	www.engaugeonline.co.uk
Teen line	www.teenlineonline.org

Other

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

'Emotions Cards' Speechmark Publications (2004)

Unit 36: Exploring the Impact of Diversity in our Communities

Unit reference number: A/600/3413

Level: 2

Credit value: 1

Unit aim

The aim of this unit is to encourage learners to identify diversity in a local community, and then consider their own attitudes towards this, making changes where appropriate.

Unit introduction

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

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

In the first part of the unit learners will have the opportunity explore diversity in local communities.

In the second part of the unit learners will be encouraged to consider their attitudes towards diversity, how this can influence their behaviour and the importance of respecting individual differences.

The unit will continue by examining the nature of discrimination and the importance of challenging prejudice wherever it is encountered, to create a cohesive society in the future.

In the last part of the unit learners will reflect on their own attitudes and behaviours towards diversity.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the diverse nature of a local community	1.1 describe a diverse community 1.2 give examples of diversity in a local community
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
3 Know how to recognise and challenge discrimination	3.1 define discrimination 3.2 describe ways to challenge discrimination
4 Understand own attitudes and behaviours towards diversity	4.1 review own attitudes and behaviours towards diversity 4.2 evaluate own attitudes and behaviours towards diversity

Unit content

1 Know the diverse nature of the local community

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

Local community: types eg home town or city, region or area, exploring the population within the learners' own environment or specified area

2 Understand how attitudes about diversity can influence behaviour

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

Attitudes influence behaviour: ways eg exploring the connections between personal attitudes and values towards diversity, importance of tolerance, being inclusive eg approach to friendship groups, schools, families and wider society eg membership in organisations, bringing diversity in to help build a sustainable future

3 Know how to recognise and challenge discrimination

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

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

4 Understand own attitudes and behaviours towards diversity

Attitudes: definition eg consider and explore ideas, examine individual outlook on life, thoughts and feelings about differences between individuals and groups, evaluate actions, opinions

Behaviours: evaluate actions, ways to act eg open communication, tolerance towards inclusion, understanding and appreciating difference, celebrating individuality, learning from each other, showing empathy

Delivery

Successful delivery of this unit requires a sensitive approach, as learners will be expected to examine their own attitudes and beliefs towards diversity and discrimination. Tutors should 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 adopting a tolerant approach and be reassured that confidentiality will always be respected.

This unit lends itself to a variety of creative approaches to investigating the nature of diversity. Learning outcome 1 could be covered by an investigation into diversity within the local community. Learners could conduct online research into the local population 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 different 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, age concern, or multicultural organisation. Representatives from different groups may be willing to visit and speak to learners about their experiences of diverse values.

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. These could include attitudes towards different ethnic groups or behaviour towards the elderly and how certain attitudes can affect the future.

To cover 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 school'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 eg homophobia or racial discrimination. The role plays could be video-taped and played back for evaluation and review within the group. Look for positive examples such as older people helping youngsters, different racial groups or cultures overcoming obstacles to communicate or work together.

For learning outcome 4, a debating forum could be used for learners to reflect on their own attitudes and behaviour towards diversity, with different debating 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 own ideas giving examples of their own attitudes and behaviour towards diversity and how attitudes and behaviour can affect a sustainable future.

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 give examples of diversity in the 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 on a spreadsheet, chart, graph or short written report.

In order to meet the requirements of 2.1, learners need to discuss different attitudes about diversity. This should include both 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 specific examples of discrimination, for example homophobia, ageism, sexism or bullying and this could be evidenced from group work and individual reports. To meet 3.2 learners need to describe ways of challenging discrimination, including identifying and labelling discriminatory behaviour and acknowledging inappropriate attitudes. This could be evidenced from the analysis of role-play situations, with learners actively involved in their own assessment and producing action plans for challenging discrimination.

Criteria 4.1 and 4.2 focus on the learners' own attitudes and behaviour towards diversity. This could be evidenced from group discussion and summarised in a written reflective account which reviews their own attitudes and behaviours towards specific aspects of diversity. For example, their attitude towards multi-faith schools, or their behaviour towards a disabled group member and how to encourage positive action.

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

Essential resources

Learners will need access to appropriate internet and other research tools. Visits to a wide range of religious and cultural venues and/or use of speakers from diverse groups, such as Disability Rights Commission, would enhance unit delivery.

Indicative resource materials

Textbooks

Daniels K and Macdonald L – *Equality, Diversity and Discrimination: A Student Text* (Chartered Institute of Personnel and Development, 2005) ISBN 9781843981121

Malik H – *A Practical Guide to Equal Opportunities – Second Edition* (Nelson Thornes, 2003)
ISBN 9780748770793

Thompson N and Mullender A – *Promoting Equality: Challenging Discrimination and Oppression* (Palgrave MacMillan, 2003) ISBN 9780333993538

Websites

Engauge	www.engaugeonline.co.uk
Equal Opportunities Publication	www.eop.com/
Multicultural Pavillion	www.edchange.org/multicultural/
Online resource for people with disabilities	www.disabilityinfo.gov/
University of Westminster Disability Discrimination Act	www.wmin.ac.uk/page-1942
Your Lifeline: Challenging Discrimination	www.yourlifeline.org.uk/files/C2%20-%20Challenging%20Discrimination.pdf

Unit 37: Working in a Team

Unit reference number: R/501/6058

Level: 2

Credit value: 3

Unit aim

In this unit, learners will consider the advantages of team work. Learners will gain knowledge of how to work positively as a team member by contributing to a team task and how to reflect on the performance of a team.

Unit introduction

Team-working skills are extremely valuable in the workplace and are also transferable to other areas of life. In this unit, learners will consider the advantages of teamwork and why varied skills and strengths are needed by team members to complete tasks successfully.

Learners will gain knowledge of how to work positively as a team member by contributing to a team task. Additionally, learners will understand how to reflect on their own and the team's effectiveness in completing the task. They will consider their individual contribution to the team's performance and areas where the team could improve their team-working skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand the advantages and disadvantages of having a team complete a task	1.1 explain the advantages and disadvantages of having a team complete a task
2 Understand the need for a team to work to an agreed code of conduct	2.1 identify a code of conduct for effective team work 2.2 explain the likely consequences of team members not following a code of conduct
3 Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1 explain their own strengths, skills and experiences, as relevant to a task being undertaken by a team 3.2 identify some relevant strengths, skills and experiences that other members bring to a particular team
4 Understand how to allocate roles and responsibilities within the team in relation to a given task	4.1 agree with other team members the roles and responsibilities of each member of the team 4.2 explain how each role contributes to the team's objectives and the completion of the team task
5 Work positively as a member of a team	5.1 describe ways in which respect was shown for the ideas and suggestions of others 5.2 identify relevant ideas and suggestions which were given and which helped the team to complete their task 5.3 describe ways in which help, support or advice was given to team members where appropriate 5.4 explain why it is important to respond positively to advice or constructive criticism 5.5 complete tasks allocated to the required standard and on time

<p>6 Reflect on the performance of a team</p>	<p>6.1 discuss how their individual performance contributed to the overall performance of the team</p> <p>6.2 outline ways in which the team as a whole performed effectively</p> <p>6.3 outline areas in which the team could improve its team work skills</p>
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Unit content

1 Understand the advantages and disadvantages of having a team complete a task

Advantages of teamwork: employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued

Disadvantages of teamwork: needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task may be better completed by one person; task may require directing by a leader

2 Understand the need for a team to work to an agreed code of conduct

Code of conduct for teamwork: eg every member should contribute; listen to views of all team members; value contributions of others; accept constructive criticism; consult with other team members; make decisions as a group; follow group decisions; carry out agreed responsibilities

Consequences of team members not following code of conduct: team task not completed on time, team task not completed correctly or to appropriate standard, conflict between team members, confusion about individual tasks and responsibilities, team members feel let down, team members feel reluctant or anxious about working or learning with other team members in future

3 Be able to recognise the different strengths, skills and experiences different people bring to a team

Teamwork skills, strengths and experiences: practical skills eg ability to cook, paint, use a computer, good with numbers and money, interpersonal skills eg patient, friendly, enthusiastic, loyal, communication skills eg confident speaker, good listener, motivational skills eg good at encouraging or helping others, organisational skills

4 Understand how to allocate roles and responsibilities within the team in relation to a given task

Agree roles and responsibilities: on the basis of objectives of team task; timescale/deadline for completion; awareness of skills and strengths of all team members; matching skills and strengths of team members to individual tasks eg confident speaker suited to leading verbal presentation, experience in using internet suited to searching for information online

5 Work positively as a member of a team

Respect ideas and suggestions of others: listen politely to ideas and suggestions of others, don't interrupt someone who is explaining their idea or suggestion, thank other team members for their ideas or suggestions

Offer ideas or suggestions for team task: offer ideas on ways to speed up time needed to achieve team task, make suggestions about how to improve quality of the item the team is making

Give help, support or advice to others: offer to help team member who is having difficulty carrying out their task, suggest a better way of doing something, agree to take on an extra task whilst fellow team member is absent

Respond positively to advice or constructive criticism: value of the advice or constructive criticism from others eg creates awareness of personal strengths and weaknesses, creates awareness of quality of work and areas for improvement; maintain positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism eg listen to the advice offered, don't interrupt the person who is speaking, avoid inappropriate language such as sarcasm, offensive remarks

Complete own task successfully and on time: carry out own task to appropriate standard within agreed timescale eg finished assembling two display boards with correct materials one day before the team presentation date, compared prices for baking ingredients and provided the pricing information to team at the time requested, obtained feedback sheets from customer and reported back to team within two days of the deadline

6 Reflect on the performance of a team

Individual performance as a team member: follow code of conduct, complete individual task appropriately and on time, carry out individual responsibilities, offer help to others, offer feedback or advice to others, contribute to success of whole task

Performance of team: team worked well together, every team member made contribution, team task completed to satisfactory standard, team task completed on time

Essential guidance for tutors

Delivery

The unit has been designed to make the key topics practically based as learners will be participating in a team task.

To develop knowledge and understanding of the advantages and disadvantages of teamwork, guest speakers from colleges, schools, workplaces or other appropriate areas could be invited to speak about their experiences of teamwork. Learners could prepare questions to ask the speakers about the advantages and disadvantages of teamwork for learning outcome 1. In understanding this concept, learners might find it helpful to look at scenarios which give different examples of tasks which are suitable for teamwork and those which are better completed by individuals. Learners in the workplace might find it useful to ask questions of other colleagues regarding the advantages and disadvantages of teamwork or use the internet to find information about the experiences of other people.

Teams and teamwork tasks need to be agreed before considering learning outcomes 2, 3, 4, 5 and 6. Teams could be made up of around four to eight people who have the potential to complete the task that has been set. If the teamwork task is not assigned to an existing team known to the learner, the learner will need some time to get to know the other team members in order to be able to identify their relevant strengths, skills and experiences required for learning outcome 3. Learners could work in their teams to agree tasks which are manageable, achievable and match the skills and interests of the team.

For learning outcome 2, learners should use different methods to agree a code of conduct, for example group discussion, research and investigation. In particular, at this level, they should try to think through what might happen if aspects of the code of conduct were not followed. Learners will probably find it easier to come up with consequences of not following a team code of conduct if they do so in relation to different teamwork scenarios. Appropriate examples of different scenarios could be provided by the tutor or line manager for this purpose. Groups could work to design a poster or presentation which identifies the agreed code of conduct for their own task. The posters or presentations could be displayed in the class or work area for learners to refer to during the rest of the unit.

For learning outcome 4, learners could work in their teams to allocate roles and responsibilities to all team members. Each learner could individually analyse their own contribution to the whole task and report back for the team to agree.

Learners could compile a logbook which could include the agreed roles and responsibilities of all the team. The logbook will help the learner to monitor their performance which is required for learning outcome 5.

For learning outcome 6, learners could discuss both the performance of individuals and that of the team as a whole as part of a group exercise. They could watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers.

Assessment

In order to achieve assessment criterion 1.1, the learner will need to explain three advantages and two disadvantages of teamwork. Practical examples of team work situations could be given to support the explanation.

For 2.1, the code of conduct could be produced in a leaflet or as a poster and could relate to a specific task or group work in general. The poster or leaflet must include three likely consequences of team members not following the code of conduct for 2.2.

Assessment criterion 3.1 requires the learner to explain how at least one of their own strengths, skills and experiences are relevant to some aspects of the agreed team task. The learner must identify at least two strengths, skills and experiences of other team members in order to meet 3.2. The evidence for 3.1 and 3.2 needs to be recorded in an appropriate format such as a logbook.

To achieve 4.1, the role played by the learner in agreeing the roles and responsibilities of the team members must be clearly evidenced. An observation record or witness statement could be completed by the tutor/line manager to show that the learner has played an appropriate role in this regard.

For 4.2, the learner must explain how each team member's role contributes to the team's objectives and the completion of the team task. The learner could compile a logbook to record the explanations for 4.2. The logbook could take a variety of formats, depending on the needs of the individual learner.

The evidence required for assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5 may be included in the logbook completed by the learner during the team task. The logbook will need to be verified by the tutor or line manager. Alternative methods of evidencing may be used for example witness statement or observation.

Assessment criteria 6.1, 6.2 and 6.3 may be evidenced in group discussion. Responses should be recorded for verification purposes.

Essential resources

Learners will need the opportunity to participate in a team-working task.

Indicative resource materials

Websites

Engauge	www.engaugeonline.co.uk
Life Coach Expert	www.lifecoachexpert.co.uk
Monster – Career Advice	www.career-advice.monster.com
Project Smart	www.projectsmart.co.uk/team-building.html
Work Smart	www.worksmart.org.uk/career

Unit 38: Learning from More Experienced People

Unit reference number: R/600/3577

Level: 2

Credit value: 2

Unit aim

The aim of this unit is for candidates to learn how they can recognise learning from senior or more experienced people, evaluate the usefulness of what they have learned and put these skills into practise for themselves.

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 may be visiting experts, such as people who are aware of sustainable development initiatives, colleagues who are senior, or others working at a similar level who have spent longer in that particular field.

In this unit, candidates will be learn how to recognise what they have learned from senior or more experienced people, evaluate the usefulness of what they have learned and put these skills into practise for themselves.

The unit begins by getting learners to identify situations when they might be able to interact with more experience people.

Next, learners will select effective and sustainable ways of working, explaining why this is the case.

Learners will then explain how they can improve their performance by learning from those who have more experience and how their choice of ways of working can benefit the future in a sustainable way. Finally, learners will carry out a review of what they learned from more experienced people.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand situations where learners might interact with more experienced people	1.1 describe situations in which they might interact with more experienced people
2 Understand how more experienced people work effectively	2.1 describe an effective way of working demonstrated by a more experienced person 2.2 explain why this way of working was effective
3 Understand how they can improve their performance by learning from those who have more experience	3.1 describe an example of a skill or process they have learned from others with more experience 3.2 explain how they can use what they have learned to improve their performance
4 Review what they have learned from more experienced people	4.1 carry out an evaluation of the skills, knowledge or understanding they have learned from more experienced people

Unit content

1 Understand situations where learners might interact with more experienced people

More experienced people: more experienced team members or learners eg line managers, supervisors, managers, heads of department, team leaders; people in other teams eg finance department, human resources department; external experts or consultants, members of other organisations, clients, customers, tutors, teachers, environmentalists, economists, community activists

Situations of interaction with more experienced people: receiving advice, instruction or teaching from more experienced people in formal and informal contexts eg classes, presentations, training sessions, workshops; working alongside more experienced people eg working in a team with more experienced colleagues or learners, observing more experienced people at work eg work shadowing, attending a meeting, attending a presentation

2 Understand how more experienced people work effectively

Examples of effective ways of working and why they are effective: doing things effectively has positive impact for individuals and the workplace, organisation, school or college eg treating other learners, staff or customers with respect makes people feel valued and meets expected standards of the workplace or place of learning, meeting workplace targets or deadlines for handing in an assignment keeps people on track for given schedule or timetable, producing high quality work raises the person's self-esteem, participating in meetings or group activities helps others learn or do their work effectively, modelling good personal conduct has an impact on a class by setting high standards for behaviour and work

3 Understand how they can improve their performance by learning from those who have more experience

Skills or process learned from more experienced person: new or improved skills eg 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 and ensure it meets sustainability targets

Using what has been learned to improve own performance: eg 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 about a microscope to use it more easily and quickly in next science experiment

4 Review what they have learned from more experienced people

Evaluating the skills, knowledge or understanding learned from more experienced people: 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 work or learning situation; how experience and awareness of sustainability can improve skills

Essential guidance for tutors

Delivery

Through group or pairs discussion, learners should be able to describe situations in which 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 should encourage learners to talk about the relationship they have with the more experienced people in their workplace, college or school. Is this a formal relationship or an informal relationship? What differences and similarities are there in the different relationships they have? What lessons have been learned and how can these be applied to a sustainable future?

Learners would find it useful to participate in discussions about what effective working looks like in their particular workplace or place of learning. This may be about interacting with other people appropriately, for example customers, colleagues, tutors, managers or 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 1, 2 and 4, opportunities to observe more experienced people demonstrating skills, knowledge, processes and ways of working and could come via a wide range of activities such as work-shadowing, presentations by visiting experts, interviews with more experienced learners or colleagues, or even day-to-day interaction with more experienced persons in a place of learning or work.

In achieving learning outcome 3, learners might require support in making the connection between effectiveness and having a positive impact on the workplace or learning environment. Learners should be directed 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 good 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? Were the main areas of sustainability addressed ie, economic, environmental and social?

Assessment

Evidence for assessment criteria 1.1 to 3.2 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor, supervisor or line manager. The evidence may take the form of a taped discussion, video evidence or presentation. It may also be supported by written notes by the learner or the tutor or line manager.

In achieving 1.1, learners must describe at least two situations in which they might interact with more experienced people and the way in which they interact with these people.

The situations described should involve people either 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 2.1, learners need to describe at least one effective way of working demonstrated by a more experienced person and for 2.2, explain why this way of working was effective and sustainable.

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

Evidence for 4.1 is possibly most effectively derived from a one-to-one discussion between the tutor or line manager and the learner in which the learner carries out an evaluation of what they have learned. This may be supported by written notes from the learner.

In achieving 4.1, learners must carry out an evaluation of the skills, knowledge and understanding they have learned from more experienced people while working with them or receiving instruction from them. Their evaluation should link to one or more of the topics in the SusGauge.

Within this evaluation, learners need to describe how easy or difficult it was to learn the new skill, knowledge or understanding. Learners need to be able to discuss whether they think they have fully grasped the new skills, knowledge or understanding. Additionally, they must explain how relevant or useful the new skills, knowledge or understanding are to their specific work situation or learning situation and to building a sustainable future.

Essential resources

Learners should have access to a variety of other people in the workplace, school or college who can demonstrate positive behaviours to them and who can be used for questioning or work shadowing purposes.

Indicative resource materials

Websites

Engauge	www.engageonline.co.uk
Life Coach Expert	www.lifecoachexpert.co.uk/
Mind Tools	www.mindtools.com

Unit 39: Rights and Responsibilities of a Citizen in a Democracy

Unit reference number: M/600/3425

Level: 2

Credit value: 1

Unit aim

The aim of this unit is to introduce learners to the rights of individuals in a democracy and to understand their responsibilities to become more active citizens.

Unit introduction

Knowing about fundamental human rights is essential to understanding about individual rights and collective responsibility. It is important for effective citizenship to understand the rights to which citizens in the United Kingdom are entitled and the role of the United Nations and European Union in protecting human rights.

Citizens in the UK have rights as consumers, employees and employers, and learners need to understand the scope of these. Participation in the community enables citizens to protect rights and promote social justice. This unit aims to develop knowledge and understanding in these key areas.

In the first part of the unit, learners will investigate political, legal and human rights. The role of the United Nations and European Union in protecting human rights will be explored in this section.

In the second part of the unit, learners examine consumer, employee and employer rights and responsibilities.

Finally, learners will apply their knowledge and understanding of their responsibilities to be effective citizens by developing plans to take an active role in citizenship.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know how human rights are protected	1.1 define political, legal and human rights 1.2 describe how human rights in the UK are protected 1.3 outline how the United Nations and the European Union protect human rights
2 Understand the rights and responsibilities of employers, employees and consumers	2.1 explain the rights and responsibilities of employees and employers 2.2 examine consumer rights
3 Be able to plan for active citizenship	3.1 plan for own active citizenship

Unit content

1 Know how human rights are protected

Human rights: freedoms eg allow individuals to live, act, and fulfil their potential, make sure citizens are treated fairly, human rights eg rights to which all humans are entitled; Civil and Political Rights eg the Right to Life and Liberty, Freedom of Expression, Equality Before The Law, to take part in political process, right to fair trial; social, cultural and economic rights eg the right to participate in Culture, the Right to Food, the Right to Work, and the Right to Education

Protection of rights of UK citizens: civil rights eg rights in law eg free speech, fair trial, to own property, consumer rights, employment rights, consumer rights, right not to be discriminated against; political rights eg to vote, stand for office; social rights eg to a certain standard of living eg income, state education, health care; historical milestones eg Magna Carta 1215, legislation eg Human Rights Act 1998, Equality Act 2010, Race Relations Act 1976

United Nations and human rights: reasons eg aims to create a world free from war and bring justice and equality, provides humanitarian assistance, assists in peacekeeping, promotes reconstruction and development, Universal Declaration of Human Rights 1948 (30 Articles, signed by 48 member countries, UN has few powers to enforce it), Declaration of the Rights of the Child 1959, International Humanitarian Law; agencies eg World Health Organization, World Bank, UNICEF, ILO (International Labour Organisation)

Protection of rights of EU citizens: role eg campaigns against racism and discrimination, EU Convention on Human Rights, European Court of Human Rights

2 Understand the rights and responsibilities of employers, employees and consumers

Employee rights: range eg fair pay, minimum wage, discrimination in workplace is illegal eg equal pay for men and women, to refuse to employ someone because of their race, to be safe at work, contact, sick pay and holiday pay in full-time employment, maternity pay and leave, minimum 40-hour working week, no child labour or forced labour

Employee responsibilities: duties eg to meet contracted duties, follow employment procedures eg health and safety, not to discriminate, bully or harass

Employer responsibilities: legal duty to meet employee rights eg Health and Safety at Work Act 1974, Equal Pay Act 1970, Working Time Directive, ILO standards

Consumer rights: legislation eg Sale of Goods Act, Supply of Goods and Services Act, Trades Description Act, Trading Standards Officers; consumer responsibilities and duties eg to support good labour conditions when buying goods or services

3 Be able to plan for active citizenship

Active citizenship: methods eg collective action, individual action, membership of community organisations, pressure groups, national campaigns, volunteering; actions eg involvement in student/local council, campaigning for local sports facilities to be retained, keep local community free of litter, against plans to build a motorway, be active in planning consultations, to protect local wildlife, clean graffiti, involvement in organisations which promote human rights eg Amnesty International, Liberty

Essential guidance for tutors

Delivery

Opportunities for discussion and debate in this unit allow learners to take an interest in topical and controversial issues. Other delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations. Television programmes or extracts from films can be a valuable learning tool. Learners will need to make use of appropriate texts and websites to find the relevant information for this unit.

A quiz about human rights could be used to introduce learning outcome 1 and assess learners' knowledge of political, legal and human rights. Learners could work in groups to research historical milestones in the development of human rights in the UK using books and websites. Results of research could be displayed on a timeline.

Learners could work in pairs to analyse different case studies of situations where human rights have been violated and present their case studies to the whole group to generate discussion about the implications of human rights not being met. The tutor could pose questions such as 'Why have not all countries signed up to UDHR?', 'Are articles based on western values?' to challenge learners and develop critical skills.

Half the group could research information about the role of the United Nations in protecting human rights and the other half investigate the role of the European Union. Groups could prepare a small display or fact sheet and give a presentation with the results of their research.

To introduce learning outcome 2, a guest speaker such as a human resources manager or a local employer could be invited. Learners could prepare questions to ask the speaker about employee and employer rights and responsibilities. Learners could prepare a leaflet about employee and employer rights and responsibilities to give guidance to a new employee.

Consumer rights could be explored by learners working in small groups to present different consumer situations to the whole group such as returning or cancelling orders, having been sold faulty goods, seeking repair under guarantees, which would require learners to research the rights of consumers.

Consumer responsibilities could be explored by learners working in small groups to identify consumers impacts such as buying fair trade, child labour and adult working conditions. For example, using things they buy to investigate and research consumer responsibilities.

Learning outcome 3 requires learners to plan an action as a citizen. Tutors could introduce this outcome by learners watching national and local television news broadcasts and reviewing local and daily newspapers to identify topical issues they are concerned about. The identified issues could be discussed and learners select the issue which they choose to participate in as a group.

Discussion could follow about ways citizens can influence decisions and the role of negotiation and persuasion in a democracy. Learners could then work in their groups to plan informed, responsible action. This could include responding to consultations, going on advisory groups, youth councils, petitioning, designing and displaying posters, writing to the national press, contacting their MP, setting up a

network or action group, holding a meeting and designing and distributing flyers about the campaign, actively participating with Local Planning Authorities commenting on future plans, participating in planning workshops.

This will help learners to develop and practise skills while applying citizenship knowledge and understanding. Groups could present their plans for active involvement to the rest of the group.

Assessment

Assessment criterion 1.1 requires learners to give clear, brief information about political and legal and human rights.

For 1.2, the learner must show knowledge of at least two ways in which human rights in the UK are protected. Examples may be given to support the description.

Assessment criterion 1.3 requires learners to give details about two ways the United Nations safeguard human rights and one way the European Union looks after human rights. Examples may be given to illustrate the explanations.

To meet assessment criterion 2.1, the learner needs to include brief detail about at least two rights of employees, two responsibilities of employees and two responsibilities of employers to meet this criterion. Evidence may be provided in the form of a leaflet. Alternative methods of evidencing learning may be used.

For assessment criterion 2.2, learners must include clear detail about at least two different consumer rights and two consumer responsibilities. Examples may be given to support the descriptions.

For assessment criterion 3.1, learners must include information about plans they have made for active citizenship.

Details about at least two ways they plan to be involved need to be included. Evidence may include copies of letters, emails, posters, flyers, petitions and agendas for meetings. Alternative methods of evidencing learning may be used.

Essential resources

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

Indicative resource materials

Textbooks

Arthur J and Wright D – *Teaching Citizenship in the Secondary School*, (David Fulton Publishers 2001) ISBN 9781853467448

Coulson-Lowes, Brett P and Wiegand S – *GCSE Citizenship Studies: Student Book* (Folens Publishers UK, 2002) ISBN 9781843032878

Davies I – *100 Ideas for Teaching Citizenship* (Continuum International Publishing Group Ltd, 2005) ISBN 9780826484949

Tudor R – *Practical Resources for Teaching Citizenship in Secondary Classrooms* (David Fulton Publishers, 2002) ISBN 9781853468407

Wales J and Harrison L – *Citizenship today: Student's Book* (Collins Educational, 2009)
ISBN 9780007324392

Websites

20 minute animated video about impact of consumerism	www.storyof stuff.com
Amnesty International site –information about taking action to protect individuals wherever justice, fairness, freedom and truth are denied	www.amnesty.org.uk/
BBC site interactive resources, games, quizzes	www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml
Channel 4 site resources for Citizenship education	www.channel4learning.com/sites/citizenpower/index2.htm
Details of human rights cases in the UK	www.1cor.com/cases
Employer and employee rights	www.workingrights.co.uk/
Engauge	www.engaugeonline.co.uk
Equality and Human Rights site – rights of citizens in UK	www.equalityhumanrights.com
Ethical trade working on improving labour conditions	www.ethicaltrade.org
G-nation site – supports UK teenagers to get involved in charity, community, social enterprise and campaigning action	www.g-nation.co.uk/
Government site –employee rights	www.direct.gov.uk/en/Employment/Employees/index.htm
International Labour Organisation promoting rights at work	www.ILO.org/global/abouttheILO/lang-en/index.htm
Magazine and research on social and environmental records of companies and products	www.ethicalconsumer.org
Office of Fair Trading site	www.oft.gov.uk/
Planning Portal	www.planningportal.gov.uk
Royal Town Planning Institute	www.rtpi.org.uk
Site of government funded advice service about consumer issues	www.consumerdirect.gov.uk/
Site of Liberty – protecting civil liberties and promoting human rights	www.liberty-human-rights.org.uk/
United Nations site – overview of The Universal Declaration of Human rights	www.un.org/Overview/rights.html
World’s leading resource on the subject	www.business-human rights.org/home

Unit 40: The Changing Nature of Society in the United Kingdom

Unit reference number: J/600/3429

Level: 2

Credit value: 1

Unit aim

The aim of this unit is for learners to appreciate the history of the United Kingdom and the struggles for rights and freedom which have taken place. This leads to an examination of how migration has shaped the multi-cultural communities of Britain today.

Unit introduction

The United Kingdom is a constantly changing society to which groups from all over the world have migrated over the centuries. In order to better understand life in the United Kingdom (UK) today it is helpful to know about the historical contexts for some of these changes.

It is important to consider how migration has shaped communities in the UK. Ways to build a more tolerant, fair and transparent society in which all members share a common sense of belonging that overcomes their differences is a significant aspect of this unit and provides learners with the knowledge to take informed and responsible action as a citizen to support community cohesion.

In the first part of the unit learners investigate the history and benefits of the struggle for rights and freedoms in the UK. The benefits gained from such struggles are considered.

In the second part of the unit the learner is expected to consider the concept of identity and why it is important in a multicultural society.

Learners explore diversity in the UK in the third part of the unit. The groups which make up our diverse society are considered. The impact of migration on communities and the implication of cultural diversity are examined.

Finally, learners examine ways the shared values of a diverse society can be promoted and how this encourages community cohesion. The roles of organisations that work to promote diversity are considered.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know about the development of individual rights and freedoms in the UK	1.1 outline developments of rights and freedoms in the UK 1.2 outline benefits of rights and freedoms
2 Know about cultural identity	2.1 list factors that contribute to identity 2.2 outline why identity is important
3 Understand the origins of diversity in the UK	3.1 explain the impact of migration on identity, groups and community 3.2 explain how different groups comprise multicultural society in the UK 3.3 discuss the implications of cultural diversity
4 Be able to promote community cohesion through shared values	4.1 explain how shared values of a multicultural society can encourage community cohesion 4.2 report on how the roles of different organisations work to promote diversity

Unit content

1 Know about the development of rights and freedoms in the UK

Examples of developments of rights and freedoms: struggles eg gaining the vote, women's emancipation, rights to work, equal opportunities, sexual freedom

Benefits: types eg freedom, fairness, safety, harmony, respect, equality in society, democracy, sense of community

2 Know about cultural identity

Identity: types eg multiple identities, individuals are all different but have many things in common, gender, skin colour, disability, other factors individuals select for themselves eg political party, football team; changing identities eg parenthood

Social identity: which groups in society you feel part of; local identity eg town/village area where you live; regional identity eg southern, Yorkshire; national identity eg British, Japanese; global identity; ethnic identity eg Asian; religious identity eg Muslim, Christian

Importance of identity: reasons eg sense of belonging; feeling accepted, provides a strong sense of self, to recognise what individuals have in common as well as what makes an individual different, encourages cohesion and sense of community

3 Understand the origins of diversity in the UK

Impact of migration on communities: effects eg communities constantly changing, integration, segregation can occur, inequalities eg people from ethnic minorities under represented in government, many live in poor housing, work in low paid jobs; racial tensions; violence

Multicultural society: make-up eg made up of people from different ethnic, religious and cultural backgrounds, immigrants to the UK from many different countries eg Vikings, Normans, Jewish refugees in 1933-45, immigrants from commonwealth, members of the EU from 1992; reasons for immigration eg economic, political, asylum seeker

Implications of cultural diversity: effects eg positive, if characteristics of different cultures are respected, makes life varied and interesting, enhances life experiences, contributes to industry, enterprise, skills, sport; different food, music and entertainment; racial tensions can occur; racial inequality exists eg in employment, housing; lack of integration

4 Be able to promote community cohesion through shared values

Shared values: range eg tolerance, politeness, freedom of speech, respect for the law, respect for all faiths, sense of belonging

Promote values and community cohesion: activities eg building a more tolerant fair and transparent society in which all members share a common sense of belonging that overcomes their differences, inclusion, respect for diversity, recognition of shared values, learning from and about each other, apply and defend human rights, challenge prejudice, discrimination and stereotyping, participate and take responsible action

Individual action to promote the values of a multicultural society: actions eg do not stereotype, recognise individuality, show empathy, report if you or others are being abused or discriminated against eg to person in charge, manager, police, local Racial Equality Council, Citizens Advice, Commission for Racial Equality, Press Complaints Commission

Organisations which work to promote diversity: national organisations eg Racial Equality Council, Commission for Racial Equality, British Refugee Council, Kick it Out, Stonewall

Essential guidance for tutors

Delivery

Discussion and debate provide opportunity for learners 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 encourage 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 be a valuable learning tool.

To introduce this unit tutors could stimulate discussion about rights and freedoms with a question and answer session, posing question such as 'What rights do individuals and groups have to protest?', 'Are CCTV cameras an infringement of human rights?' 'Do children have a right to refuse medical treatment?'. Learners could work in groups to research a current issue about rights and freedoms in the UK which interests them. Learners should be encouraged to present an argument for the right or freedom and put forward their findings to the group using ICT-based presentations. Tutor led discussion could explore how individuals and groups benefit and from rights and freedoms.

For learning outcome 2, learners could consider the factors which make up their own identity, to include factors which cannot be changed, factors which they choose for themselves and factors which contribute to their social identity. Learners could exchange their list with another member of the group and compare and discuss each others lists. Feedback factors as a whole group using tutor led question and answer, listing shared factors on the flip chart or board. Learners could be invited to choose one factor and explain to the group why it is important to them, for example membership of a social club, being a vegetarian.

The tutor could pose the question 'What factors could change in your life in 10 years time which could affect your identity?' to stimulate discussion and help learners to appreciate changing identities.

To introduce learning outcome 3, learners could be asked in groups to write down reasons why people migrate. To understand the effect of migration on communities, learners could work in groups to investigate one group of immigrants to the UK eg Windrush, Huguenots, immigrants from Ireland or Poland.

Learners should be encouraged to analyse statistical information and media reports, showing awareness of the extent to which the media may manipulate facts and distort opinion. Each group should present their research to the whole group supported with a fact sheet for other learners. Tutor led discussion about the impact of migration on identity, groups and communities. Tutors could pose the question 'How would life be different in the UK if there were no commonwealth immigrants?'

Discussion about this subject could be sensitive and can lead to disagreement. Setting ground rules and using distancing techniques are helpful ways to manage debate and help learners to demonstrate respect for different national, religious and ethnic identities and consider how appreciation of shared values contribute to community cohesion.

Learners could be asked to select an organisation that is working to promote diversity and work in pairs to investigate the role of the organisation and prepare

advertising material such as flyers, posters, badges, to encourage other members of the group to join or contribute in some way.

Assessment

Assessment criterion 1.1 and 1.2 may be combined. For 1.1 the learner needs to outline the development of at least two different rights and freedoms in the UK. To meet criterion 1.2, for each of the rights and freedoms given 1.1, the learner needs to include concise information about how the individual and/or the community has been helped by the right or freedom.

For 2.1, the learner needs to describe factors which cannot be changed, and factors which individuals select and factors affecting social identity. A brief illustration of two examples of each will meet this criterion.

Assessment criterion 2.2 requires the learner to include a brief account of three reasons why identity is important. The response must include a benefit to the individual and a benefit to the community to meet this criterion. Examples may be given to support the response.

For assessment criterion 3.1 the learner needs to consider two positive and two negative effects of migration on identity, groups and the community. One immigrant group may be discussed to support the answer.

Assessment criterion 3.2 requires the learner to explain how different groups form part of the UK's multicultural society.

To meet the criterion for 3.3 the learner needs to provide a balanced response based on evidence. The response must include information about the benefits of cultural diversity and what can happen if identities and the values of groups are not considered. Examples may be given to support this response.

Assessment criterion 4.1 requires the learner to explain how shared values promote community cohesion. The learner should provide two examples to illustrate this eg a lunch club for pensioners providing halal, kosher and vegetarian options.

To meet the requirements for 4.2 a brief description of how two different organisations work to promote diversity will need to be given.

Essential resources

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

Indicative resource materials

Textbooks

Arthur J and Wright D – *Teaching Citizenship in the Secondary School* (David Fulton Publishers 2001) ISBN 9781853467448

Coulson-Lowes, Brett P and Wiegand S – *GCSE Citizenship Studies: Student Book* (Folens Publishers UK, 2002) ISBN 9781843032878

Davies I – *100 Ideas for Teaching Citizenship* (Continuum International Publishing Group Ltd, 2005) ISBN 9780826484949

Tudor R – *Practical Resources for Teaching Citizenship in Secondary Classrooms* (David Fulton Publishers, 2002) ISBN 9781853468407

Wales J and Harrison L – *Citizenship today: Student's Book* (Collins Educational, 2009)
ISBN 9780007324392

Websites

Amazon.com: Ruth Tudor	www.amazon.co.uk/exec/obidos/search-handle-url?%5Fencoding=UTF8&search-type=ss&index=books-uk&field-author=Ruth%20Tudor
BBC site – questions to test British Citizenship	www.news.bbc.co.uk/1/hi/magazine/4099770.stm
BBC site interactive resources, games, quizzes	www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml
Channel 4 site resources for citizenship education	www.channel4learning.com/sites/citizenpower/index2.htm
Engauge	www.engaugeonline.co.uk
Home Office Site- immigration	www.homeoffice.gov.uk/rds/immigration-asylum-stats.html
Kick Racism out of Football site	www.kickitout.org
National Statistics site	www.statistics.gov.uk/
Show Racism the Red Card site – campaign against racism in football and society	www.srtrc.org
Site of Equality and Human Rights Commission. Downloadable publications	www.equalityhumanrights.com
Site of Forum against Islamophobia and Racism	www.fairuk.org
Site of Liberty UK organisation protecting civil liberties and promoting human rights	www.liberty-human-rights.org.uk/
Site of National Assembly against Racism	www.naar.org.uk/index.asp
Website about race and racism. Interactive activities, lesson plans, downloadable resources	www.britkid.org/

Unit 41: Worldwide Citizenship

Unit reference number: J/600/3432

Level: 2

Credit value: 1

Unit aim

The aim of this unit is for learners to appreciate the complexities of the interconnected world and the role of the United Kingdom in global issues. Learners take action to influence others on a global issue.

Unit introduction

The interconnected and interdependent nature of our world means that we are linked to others throughout the world socially, culturally, economically, environmentally and politically. Effective citizenship, therefore, encompasses a worldwide dimension and requires understanding of the role of the United Kingdom (UK) in global issues.

The development of the knowledge, skills and values to believe that individuals can make a difference is vital.

The focus of this unit is on helping learners to understand active worldwide citizenship and motivate them to do something positive to effect change.

In the first part of the unit, learners will investigate the role of the UK in worldwide issues.

The challenges facing the global community are explored in the second part of the unit. The impact of these challenges on communities is investigated.

In the third part of the unit, learners select a global issue on sustainability to research and take action to influence others. Learners assess the skills they use in influencing others on a global issue.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Know the role of the United Kingdom in worldwide issues	1.1 describe ways the United Kingdom takes a role in worldwide issues
2 Understand challenges facing the global community	2.1 discuss global challenges 2.2 explain the impact of these challenges on communities
3 Be able to take action on a specific global issue to influence others	3.1 select a specific global issue on sustainability 3.2 demonstrate personal involvement in action to influence others on a global issue 3.3 assess own skills used in action to influence others on a global issue

Unit content

1 Know the role of the United Kingdom in worldwide issues

The role of the United Kingdom internationally: through organisations eg The Commonwealth, North Atlantic Treaty Organisation NATO, United Nations, Earth Summits, European Union, World Bank, G8, climate change treaties – Kyoto and Copenhagen

2 Understand challenges facing the global community

Global challenges: economic eg underdevelopment, unfair trade, abuse of human rights; environmental issues eg climate change, acid rain, scarcity of world resources, water shortage, destruction of habitats; disasters eg tsunamis, floods, earthquakes, famines; political eg poverty, conflict; sustainability (how to improve quality of life for people now in a way that can continue in the future)

Impact of global issues: inequalities of wealth between High Income Countries (HICs) and Low Income Countries (LICs); human condition eg poverty causing poor health, high mortality, limited education opportunities, no shelter, inadequate housing, no clean water supply or sanitation, insufficient income to meet basic needs; denial and abuse of human rights eg torture, false imprisonment, unfair trade; global warming eg affecting crop growth, adaptation to climate change

3 Be able to take action on a specific global issue to influence others

Sustainable development: careful use of natural resources eg use of renewable energy sources, reducing energy, reduce waste, recycle; conserve environment eg prevent pollution, protect wildlife

Influencing others: contact organisations working on global issues eg local council, WWF, Friends of the Earth, Eco Schools, Greenpeace, Unicef, Fairtrade, Save the Children, Oxfam, World Health Organization; types of action eg posters, debate, presentation, fund raising, campaign eg to encourage recycling in canteen, Fairtrade chocolate only on sale in vending machines

Skills: range eg research, communication, presenting an argument concisely, negotiation, persuasion, using time and resources appropriately

Essential guidance for tutors

Delivery

In this unit, discussion and debate allow learners to develop critical thinking skills by questioning and reflecting 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 encourage learners to develop the skills, knowledge and values to participate as active citizens. Other delivery methods could include learner-centred tasks such as group work and learner-led presentations. Television programmes, photographs or extracts from films can be valuable learning tools.

To introduce this unit, learners could be provided with a range of media reports from newspapers, television and radio news about current global issues to trigger discussion and debate. Learners could be presented with a fictional scenario about a famine or military coup. Learners could work in groups to discuss what action the UK could and/or should take. Tutors could lead a whole group discussion about the implications of their selected actions. Learners could work in groups to research information about the role of different international organisations to which the UK belongs. Groups could feed back their research findings to the whole group and prepare a fact sheet for other learners.

Learning outcome 2 could be introduced with a discussion about global challenges stimulated by photographs or images. For example, a young child who is carrying a large water container, people rummaging on a rubbish dump, people in the ruins of buildings. Learners then work in groups to explore different case studies of communities facing a challenge. Learners discuss the issue and present their ideas as an 'issue tree' a fruit tree is outlined on a large sheet of paper, the trunk is labelled with the issue, the root with the causes of the issue and fruit as the possible solution to the issue. A spokesperson presents their issue tree to the whole group to discuss the effects on the community of the issue and the feasibility of solutions suggested to the challenges. The tutor could take the position of devil's advocate by posing 'what if' questions to encourage learners to think critically and develop understanding of the complexity of global issues.

Learners are required to take action to influence others in learning outcome 3. It is important, therefore, that learners understand the difference between influence and power. Tutors could pose the question 'What influences you?' and 'How are you influenced?' to stimulate discussion and explore effective ways in which groups and individuals can take informed and responsible action to influence others.

Learners can be asked to identify global issues on sustainability that they are interested or involved in – each issue identified could be written on a large piece of paper and placed on the wall. Learners could be asked to 'vote with their feet' by going to the issue which is most important to them and to which they think they will be able to make a positive difference.

Learners will be using a range of skills in planning and taking action in this unit. The tutor could lead a whole-group discussion to help learners to identify these skills. Learners could compile a logbook to record the skills they use during the task.

Learners work in their groups to research facts about the issue on the internet to ensure that their action is based on evidence.

Learners work in their groups to draw up action plans by using a mind map. Group tutorials will be required to ensure plans are manageable and achievable within the timescale.

Learners implement their plans, which could include whole school/college action for example fundraising, posters or within the class. Learners could be encouraged to undertake peer assessment of the effectiveness of other groups' actions.

Assessment

Assessment criterion 1.1 requires the learner to include information which describes at least two ways the UK is involved in worldwide issues through membership of different organisations. Examples may be given to support the response.

For 2.1 the learner will need to provide a description of one example of each of the following: an economic, an environmental, a political global challenge and a sustainability issue, to meet this criterion.

Assessment criterion 2.2 requires learners to make clear how each of the four examples given in 2.1 will have an effect on communities.

Assessment criteria 3.1, 3.2 and 3.3 can be combined into one assessment task. The evidence may be presented in a logbook.

For 3.1, learners must give brief information about the global issue on sustainability on which they are taking action.

For 3.2, learners must include information about actions that they were involved in during the research, planning and implementation of the action. This may include posters, leaflets, minutes of meetings, photographs, a logbook authenticated by the tutor, witness statements or peer reviews.

Finally, assessment criterion 3.3 requires learners to consider the effectiveness of the skills they used during the planning and implementation of the action.

Essential resources

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

Indicative resource materials

Textbooks

Arthur J and Wright D – *Teaching Citizenship in the Secondary School*, (David Fulton Publishers 2001) ISBN 9781853467448

Coulson-Lowes, Brett P and Wiegand S – *GCSE Citizenship Studies: Student Book* (Folens Publishers UK, 2002) ISBN 9781843032878

Davies I – *100 Ideas for Teaching Citizenship* (Continuum International Publishing Group Ltd, 2005) ISBN 9780826484949

Tudor R – *Practical Resources for Teaching Citizenship in Secondary Classrooms* (David Fulton Publishers, 2002) ISBN 9781853468407

Wales J and Harrison L – *Citizenship Today: Student's Book* (Collins Educational, 2009) ISBN 9780007324392

Websites

2009 Summit site	www.londonsummit.gov.uk/en
Amazon.com: Ruth Tudor	www.amazon.co.uk/exec/obidos/search-handle-url?%5Fencoding=UTF8&search-type=ss&index=books-uk&field-author=Ruth%20Tudor
BBC site	www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml
Books, films, posters and web resources which support global, intercultural and environmental understanding	www.globaldimension.org.uk
Channel 4 site resources for citizenship education	www.channel4learning.com/sites/citizenpower/index2.htm
Education charity that promotes global learning	www.dea.org.uk
Engauge	www.engaugeonline.co.uk
Fairtrade foundation site	www.fairtrade.org.uk/
G nation site supports UK teenagers to get involved in charity, community, social enterprise and campaigning action	www.g-nation.co.uk
Global Gateway site – links with schools around the world	www.globalgateway.org.uk/
Global Learning Community site – create links with schools around the world	www.glc.me.uk/
Greenpeace	www.greenpeace.org.uk
Oxfam site for children	www.oxfam.org.uk/coolplanet/kidsweb/index.htm
Save the Children site- resources including photo case studies, games and how to take action	www.savethechildren.org.uk
Site of GLADE – Centre for Global and Development Education	www.gladefrog.plus.com
UNICEF UK youth voice – network of young people committed to children's rights	www.unicef.org.uk/youthvoice/aboutus.asp
World Wildlife Fund schools programme – online teaching resources on sustainability and climate change	www.wwf.org.uk/what_we_do/working_with_schools/

Unit 42: Developing Personal Skills for Leadership

Unit reference number: K/501/5904

Level: 2

Credit value: 2

Unit aim

In this unit, learners gain an understanding of the main features of leadership and how to prepare themselves to demonstrate leadership skills in an appropriate leadership activity.

Unit introduction

The ability to understand sustainability issues and use effective personal leadership skills is often a necessity to get sustainable initiatives started. Whether using these skills formally as a team leader or supervisor, or informally to lead a small group of people or convey instructions to others, it is important that learners are able to develop and reflect upon their personal leadership abilities.

In this unit, learners gain an understanding of the main features of leadership and how to prepare themselves to demonstrate their leadership skills in an appropriate leadership activity.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand the main features of leadership	1.1 describe the main features of leadership 1.2 explain how their own skills and qualities relate to the main features of leadership
2 Plan how to demonstrate leadership skills	2.1 describe the range of skills they will use to lead others 2.2 explain how they will put these skills into practice in order to lead others
3 Prepare for a leadership activity	3.1 select a suitable activity to demonstrate their leadership skills 3.2 explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills

Unit content

1 Understand the main features of leadership

Main features of leadership: responsibility for others eg making sure the team works together and achieves its goals, making sure people are healthy and safe in carrying out their work or task, providing support and guidance eg helping someone deal effectively with a difficult situation, encouraging someone to persevere in solving a problem; giving instructions eg allocating work to the team; giving and receiving feedback eg telling someone they have done something right or suggesting that something could be done differently, listening to feedback from others and acting on it; making decisions eg deciding on what a group of people need to do, who needs to do which activity, solving problems

Own skills and qualities: carry out a review of own personal development; identify areas of strength and those areas which you are unsure of/less confident in; ask others for their feedback on your leadership skills

2 Plan how to demonstrate leadership skills

Putting a range of skills into practice: giving support to others eg by motivating and encouraging others, providing advice and guidance, discussing problems, identifying and understanding others' feelings; allocating tasks and activities eg by assessing strengths and interests of team members, considering deadlines, deciding who is best suited to carry out tasks, discussing and agreeing tasks with team members; giving and receiving feedback eg by formal means such as written reports, appraisals, or informal means such as verbal feedback to individuals, feedback to team on performance of task; making decisions, eg making a decision to solve a problem, deciding on the best way of doing something

3 Prepare for a leadership activity

Selecting a suitable activity: considering strengths and weaknesses; using information and knowledge about own particular skills to decide on an appropriate activity; discussing with tutor/line manager and agreeing suitability; choosing an activity they can complete appropriately

Why the activity was selected: matches experience, skills or interests of the learner; allows learner to demonstrate a skill they feel confident in as well as/ or a skill they wish to improve on

Delivery

In introducing this unit, tutors/line managers could help learners consider what leadership in sustainability means in a broad context. This could be done in a group discussion in which the tutor asks them to identify different types of leader, what a leader does (for example, what are some of the obvious leadership traits?) and the skills required to become a good leader in a team, group or organisation. Learners could discuss the responsibilities leaders have towards their employees, peers, to other people and the environment. Responsibilities include safety and wellbeing, carrying out different tasks or activities in a way that benefits those they are leading, how leaders interact with other people to make decisions, the leader's role in giving instructions, offering advice and guidance to others, and in giving and receiving feedback. Learners could also identify other attributes and qualities of effective leadership which they wish to discuss. Tutors might wish to emphasise that there are different types of leadership and that leadership is not necessarily a complex concept, nor is it accessible only to a few people. Leadership in this unit can help others recognise the ethos of sustainability and how to apply it whilst encouraging others.

Learners should relate these leadership skills and qualities to their own skills and qualities through discussion either within a group or with the tutor/line manager. They could be encouraged to think more generally about how they have demonstrated leadership skills in the past (for example they may have been a team captain at football or rugby or been a leader in a social context, for example in guides or scouts). They could then go on to think about how their existing skills and qualities can be used, for example if they are good listeners, confident, diplomatic, tactful, so that they understand that leadership can be demonstrated by all sorts of people on different levels.

To assist learners in their planning for learning outcome 2, tutors may wish to give the group a structured activity to consider, for example a defined project or task in which each member can be allocated a particular job, and which has a defined timescale for completion. Learners could then discuss what leadership skills might be needed in a given activity. This can be agreed with their line manager/ tutor in advance and be included in their plan as appropriate.

In preparing for a leadership activity in an area of sustainability (for learning outcome 3), if learners are in the workplace, they might wish to select naturally occurring opportunities at work that would demonstrate specific leadership skills. These opportunities may be identified with the help of a supervisor or other appropriate colleague. In a non-workplace setting, the tutor may wish to provide examples of real-life or simulated activities where leadership skills can be demonstrated; the learner may be supported to select an appropriate activity from the examples provided.

Assessment

Evidence for assessment criteria 1.1 and 1.2 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video

evidence etc. It may also be supported by written notes from the learner or tutor/line manager. The learner must describe at least three features of leadership and explain how these relate to their own skills and qualities.

For 2.1, the learner needs to be able to plan how they will demonstrate some basic features of leadership. Examples of the kinds of skills that may be included in the learner's plan are detailed in the unit content. The tutor may wish to support the learner in discussing and agreeing the skills they are planning to demonstrate.

Evidence for 2.1 and 2.2 could come via a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This may take the form of for example a taped discussion, presentation, video evidence. Evidence could also come from written notes in the form of a plan by the learner or written notes of a discussion from the tutor/line manager. The learner must be able to describe at least two skills they would use to lead others and explain how they would put these skills into practice when working with others. The tutor may wish to support the learner in deciding how these skills could be put into practice.

In achieving 3.1, the learner needs to select a suitable, straightforward activity to demonstrate the skills they have chosen. This should be in agreement with the line manager or tutor and could also be a shared agreement with the group if this is appropriate.

For 3.2, the learner should explain why they selected that particular activity, for example the activity was a naturally occurring opportunity to show leadership skills or the activity was something they selected because they thought it would be useful for developing a new skill. The explanation may also involve considering how well they would be able to demonstrate a particular skill via a particular activity.

The learner must also be able to explain how the activity would enable them to demonstrate the skills they have chosen in an appropriate way. They may also want to consider which skills they are strong in and which they need to develop further. They may decide (on agreement with the tutor/line manager) that the demonstration is about practising a new skill or about confirming that they are able to demonstrate a recently acquired skill.

Evidence for 3.1 and 3.2 should come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could take the form of a taped discussion, video evidence or written evidence. It may also be supported by written notes from the learner or tutor/line manager. The tutor may need to guide the learner to an activity that will allow the appropriate range of skills to be demonstrated. The learner must refer to at least two different types of leadership skills that could be demonstrated.

Essential resources

Learners should have access to appropriate sources of information about leadership such as texts, websites and magazines. Learners will also need the opportunity to participate in a group sustainability task in which it is appropriate for them to delegate tasks to others.

Indicative resource materials

Websites

Engauge	www.engageonline.co.uk
Life Coach Expert	www.lifecoachexpert.co.uk
Monster – Career Advice	www.career-advice.monster.com
Sustainable Development Commission	www.sd-commission.org.uk
Tell Me How	www.tellmehowto.net
Young Leaders' Essentials Factsheets	www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
1 Understand how to lead a group activity	1.1 explain how their leadership skills will contribute to a given group activity
2 Demonstrate effective leadership skills with others	2.1 give support to other members of the group 2.2 allocate tasks and activities appropriately to other members of the group 2.3 give and receive appropriate feedback 2.4 make decisions about tasks and activities appropriately
3 Evaluate their leadership performance	3.1 carry out an evaluation of their leadership performance 3.2 suggest areas for improvement of their leadership performance

Unit content

1 Understand how to lead a group activity

Group activities: in the workplace within a small team, in a school or college (or other place of learning) in a group project eg cross-curricular project, assignment within a vocational or subject-based area, sustainability based (selected from the eight gateways of sustainability)

Leadership skills in a group activity: leading in a way that is appropriate to the requirements of the situation and people involved eg 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 eg using problem-solving skills to make effective decisions, using sense of humour to get people's attention when giving instructions

2 Demonstrate effective leadership skills with others

Giving support to others: motivating and encouraging, providing advice and guidance, discussing problems, showing regard for wellbeing, health and safety of team members

Allocating tasks and activities: assessing strengths and weaknesses of team members, prioritising tasks to deadlines, deciding who is best placed to carry out tasks, discussing and agreeing with team members

Giving and receiving feedback: formal feedback such as written reports, appraisals; informal feedback eg verbal feedback to individuals, feedback to a team on performance of task

Making decisions: 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

3 Evaluate their leadership performance

Carrying out an evaluation: different types of evaluation of leadership; formal evaluation eg assessment forms, checklists; informal evaluation eg discussion with tutor/line manager; using feedback from different sources when evaluating your performance; identifying what went well eg successfully explained purpose of team task to the group; identifying what did not go so well eg did not give detailed enough instructions about time set for the task

Suggesting areas for improvement: based on their own assessment (and feedback from others, if appropriate) eg get feedback and suggestions from all team members before deciding on solution to problem in the team task

Essential guidance for tutors

Delivery

Learners will need to choose an appropriate area of sustainability from the eight gateways of sustainability and make use of appropriate texts, websites and magazines to find the relevant information for this unit. Valuable information can also come from line managers or tutors and visiting experts.

In thinking about how to lead a group activity in sustainability, learners could think about leadership in contexts that are familiar to them. For example, leadership in their immediate workplace (their team manager, line manager or supervisor), in their school or college (the headteacher, their tutors) or leaders in their local community or that they know socially.

For learning outcome 1, a suitable group activity could be identified in discussion with the group and the tutor/line manager, or tutors could provide examples of given activities. 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 could therefore encourage the learner 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, the learner 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, in 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.

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

In making decisions about tasks and activities, learners will need to demonstrate that they are able to make decisions about straightforward issues, for example about which team members should do which piece of work, or about how long to spend on a given activity. Tutors/line managers should support the learner in identifying a decision and then agreeing with them the steps needed to make it.

In achieving learning outcome 3, tutors and learners should discuss their performance either in a one-to one-or small group situation.

Assessment

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

Evidence for assessment criteria 2.1, 2.2, 2.3 and 2.4 could come from either 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 can take the form of 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 assessment criteria 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.

Essential resources

Learners should have access to appropriate sources of information about leadership such as texts, websites and magazines. Learners will also need the opportunity to participate in a group task that allows them to show leadership skills.

Indicative resource materials

Websites

Engauge	www.engaugeonline.co.uk
Life Coach Expert	www.lifecoachexpert.co.uk
Monster – Career Advice	www.career-advice.monster.com
Sustainable Development Commission	www.sd-commission.org.uk
Tell Me How	www.tellmehowto.net
Young Leaders' Essentials Factsheets	www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

Further information and useful publications

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

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

Key publications:

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

All of these publications are available on our website.

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

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

Additional resources

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

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

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

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

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

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

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit, qualifications.pearson.com/en/support/contact-us.html

Annexe A

Links to sustainability-themed gateways

Sustainability gateways								
Unit number	1	2	3	4	5	6	7	8
	Food and Drink	Energy and Water	School Travel Plan	Purchasing and Waste	Buildings and Grounds	Inclusion and Participation	Local Well-being	Global Dimension
1	3	3	3	3	3	3	3	3
2	3	3			3	3	3	
3					3			
4				3				
5						3	3	
6						3	3	
7	3	3	3	3		3	3	
8	3	3	3	3	3	3	3	3
9	3	3	3	3		3	3	
10				3		3	3	
11						3	3	
12	3	3	3	3	3	3	3	3
13	3	3			3	3	3	
14	3				3	3	3	
15					3			
16				3				
17						✓	✓	
18			3	3		3	3	
19						3		3
20	3	3	3	3		3	3	
21	3	3	3	3	3	3	3	3
22				3		3	3	3
23				3				3
24						3	3	

Sustainability gateways								
Unit number	1	2	3	4	5	6	7	8
	Food and Drink	Energy and Water	School Travel Plan	Purchasing and Waste	Buildings and Grounds	Inclusion and Participation	Local Well-being	Global Dimension
25				3				3
26	3			3		3		3
27								3
28						3	3	
29	3	3	3	3	3	3	3	3
30	3	3	3	3	3	3	3	3
31	3					3		
32					3			
33				3				
34						3	3	
35			3	3		3	3	
36			3			3	3	3
37	3	3	3	3		3	3	3
38	3	3	3	3	3	3	3	3
39	3			3		3		3
40	3					3		3
41						3		3
42						3	3	3
43	3	3	3	3	3	3	3	3

Annexe B

Wider curriculum mapping

Study of the Pearson BTEC Entry Level (Entry 3), Level 1, Level 2 Award/Certificate in Sustainability Skills qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities eg learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist Qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist Qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

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