



Ascentis Entry Level 3 and Level 1 Award and
Certificate in

Character Education

Specification

Ofqual Number:	Entry 3 Award 603/2015/1 Entry 3 Certificate 603/2018/7 Level 1 Award 603/2020/5 Level 1 Certificate 603/2022/9
Ofqual Start Date:	1 st July 2017
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Ofqual Certification Review Date:	31 st July 2023

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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ASCENTIS CHARACTER EDUCATION

Introduction

These qualifications are designed for learners who would benefit from reflection and adaptation of their own behaviour and character in order to establish themselves within modern society.

There are several features of this qualification that make it very appropriate for its target learners:

- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- Can be delivered either as a classroom-based course or as a blended learning programme
- Evidence can be generated within a wide range of organisational contexts allowing the qualification to meet the specific occupational requirements of the learners.

Aims

The aims of the qualification are to enable learners to develop the skills necessary to work effectively with others, whether in the world of work or in further study.

Target Group

These qualifications are designed for learners who need development of the skills necessary to work effectively with others, whether in the world of work or in further study.

At Certificate size, the qualifications can be adapted to the learners own needs by choosing specific units on topics that are relevant to them personally. Completion of the Certificate reflects the learning journey of self-evaluation and personal improvement.

Ofqual Qualification Number:

603/2015/1 Ascentis Entry Level Award in Character Education (Entry 3)

603/2018/7 Ascentis Entry Level Certificate in Character Education (Entry 3)

603/2020/5 Ascentis Level 1 Award in Character Education

603/2022/9 Ascentis Level 1 Certificate in Character Education

Rules of Combination

Ascentis Entry Level Award In Character Education (Entry 3)

Learners must achieve a minimum of 6 credits.
2 credits must be achieved from the Mandatory Unit and a minimum of 4 credits from the Optional Units.

Mandatory Unit

Title	Level	Credit Value	GLH	Unit ref
Introduction to Character Development	E3	2	20	A/615/8947

Optional Units

Title	Level	Credit Value	GLH	Unit ref
The Importance of Resilience and Grit	E3	2	20	T/615/8977
Understanding the Importance of Personal Presentation	E3	2	20	A/615/8978
Understanding Behaviour and Character Traits	E3	2	20	A/615/8950
Using Effective Communication Skills	E3	2	20	T/615/8980
Working as Part of a Team	E3	1	10	A/615/8981
Understand and Use Negotiation Skills	E3	2	20	J/615/8983
Responsible Conduct at Work	E3	1	10	L/615/8984
Understand and Apply Enterprise Skills	E3	2	20	R/615/8985
Managing and Adapting Behaviour for the Workplace	E3	2	20	D/615/8987
Understanding Emotions and Anger Management	E3	1	10	F/615/8996
Using Assertiveness Techniques	E3	1	10	T/615/8994
Understand and Improve Motivation	E3	2	20	M/615/8993
The Benefit of Confidence and Self-Esteem	E3	2	20	K/615/8992
Online Etiquette and Safety	E3	2	20	D/615/9265
Understand the Importance of Trust	E3	1	10	H/615/8991
Using Emotional Intelligence	E3	1	10	K/615/8989
Understanding the Importance of Being Civil	E3	2	20	H/615/8988
Understanding the Decision Making Process	E3	1	10	L/615/8998
Introduction to Ethics and Morals	E3	2	20	R/615/8999
Understand Etiquette and Manners	E3	2	20	T/615/9000
Managing Personal Finance	E3	2	20	H/615/9266

Ascentis Entry Level Certificate In Character Education (Entry 3)

Learners must achieve a minimum of 15 credits.

2 credits must be achieved from the Mandatory Unit and a minimum of 13 credits from the Optional Units.

Mandatory Unit

Title	Level	Credit Value	GLH	Unit ref
Introduction to Character Development	E3	2	20	A/615/8947

Optional Units

Title	Level	Credit Value	GLH	Unit ref
The Importance of Resilience and Grit	E3	2	20	T/615/8977
Understanding the Importance of Personal Presentation	E3	2	20	A/615/8978
Understanding Behaviour and Character Traits	E3	2	20	A/615/8950
Using Effective Communication Skills	E3	2	20	T/615/8980
Working as Part of a Team	E3	1	10	A/615/8981
Understand and Use Negotiation Skills	E3	2	20	J/615/8983
Responsible Conduct at Work	E3	1	10	L/615/8984
Understand and Apply Enterprise Skills	E3	2	20	R/615/8985
Managing and Adapting Behaviour for the Workplace	E3	2	20	D/615/8987
Understanding Emotions and Anger Management	E3	1	10	F/615/8996
Using Assertiveness Techniques	E3	1	10	T/615/8994
Understand and Improve Motivation	E3	2	20	M/615/8993
The Benefit of Confidence and Self-Esteem	E3	2	20	K/615/8992
Online Etiquette and Safety	E3	2	20	D/615/9265
Understand the Importance of Trust	E3	1	10	H/615/8991
Using Emotional Intelligence	E3	1	10	K/615/8989
Understanding the Importance of Being Civil	E3	2	20	H/615/8988
Understanding the Decision Making Process	E3	1	10	L/615/8998
Introduction to Ethics and Morals	E3	2	20	R/615/8999
Understand Etiquette and Manners	E3	2	20	T/615/9000
Managing Personal Finance	E3	2	20	H/615/9266

Ascentis Level 1 Award In Character Education

Learners must achieve a minimum of 6 credits.

2 credits must be achieved from the Mandatory Unit and a minimum of 4 credits from the Optional Units.

Mandatory Unit

Title	Level	Credit Value	GLH	Unit ref
Introduction to Character Development	Level 1	2	20	K/615/9267

Optional Units

Title	Level	Credit Value	GLH	Unit ref
The Importance of Resilience and Grit	Level 1	2	20	T/615/8977
Understanding the Importance of Personal Presentation	Level 1	2	20	T/615/9269
Understanding Behaviour and Character Traits	Level 1	2	20	K/615/9270
Using Effective Communication Skills	Level 1	2	20	M/615/9271
Working as Part of a Team	Level 1	1	10	T/615/9272
Understand and Use Negotiation Skills	Level 1	2	20	A/615/9273
Responsible Conduct at Work	Level 1	1	10	F/615/9274
Understand and Apply Enterprise Skills	Level 1	2	20	J/615/9275
Managing and Adapting Behaviour for the Workplace	Level 1	2	20	L/615/9276
Understanding Emotions and Anger Management	Level 1	1	10	R/615/9277
Using Assertiveness Techniques	Level 1	1	10	Y/615/9278
Understand and Improve Motivation	Level 1	2	20	D/615/9279
The Benefit of Confidence and Self-Esteem	Level 1	2	20	R/615/9280
Online Etiquette and Safety	Level 1	2	20	Y/615/9281
Understand the Importance of Trust	Level 1	1	10	D/615/9282
Using Emotional Intelligence	Level 1	1	10	H/615/9283
Understanding the Importance of Being Civil	Level 1	2	20	K/615/9284
Understanding the Decision Making Process	Level 1	2	20	M/615/9285
Introduction to Ethics and Morals	Level 1	2	20	T/615/9286
Understand Etiquette and Manners	Level 1	2	20	A/615/9287
Managing Personal Finance	Level 1	2	20	F/615/9288
Mental Health and Well-Being Awareness	Level 1	1	10	M/616/7323
Volunteering	Level 1	1	20	H/616/8193

Ascentis Level 1 Certificate In Character Education

Learners must achieve a minimum of 15 credits.

2 credits must be achieved from the Mandatory Unit and a minimum of 13 credits from the Optional Units.

Mandatory Unit

Title	Level	Credit Value	GLH	Unit ref
Introduction to Character Development	Level 1	2	20	K/615/9267

Optional Units

Title	Level	Credit Value	GLH	Unit ref
The Importance of Resilience and Grit	Level 1	2	20	T/615/8977
Understanding the Importance of Personal Presentation	Level 1	2	20	T/615/9269
Understanding Behaviour and Character Traits	Level 1	2	20	K/615/9270
Using Effective Communication Skills	Level 1	2	20	M/615/9271
Working as Part of a Team	Level 1	1	10	T/615/9272
Understand and Use Negotiation Skills	Level 1	2	20	A/615/9273
Responsible Conduct at Work	Level 1	1	10	F/615/9274
Understand and Apply Enterprise Skills	Level 1	2	20	J/615/9275
Managing and Adapting Behaviour for the Workplace	Level 1	2	20	L/615/9276
Understanding Emotions and Anger Management	Level 1	1	10	R/615/9277
Using Assertiveness Techniques	Level 1	1	10	Y/615/9278
Understand and Improve Motivation	Level 1	2	20	D/615/9279
The Benefit of Confidence and Self-Esteem	Level 1	2	20	R/615/9280
Online Etiquette and Safety	Level 1	2	20	Y/615/9281
Understand the Importance of Trust	Level 1	1	10	D/615/9282
Using Emotional Intelligence	Level 1	1	10	H/615/9283
Understanding the Importance of Being Civil	Level 1	2	20	K/615/9284
Understanding the Decision Making Process	Level 1	2	20	M/615/9285
Introduction to Ethics and Morals	Level 1	2	20	T/615/9286
Understand Etiquette and Manners	Level 1	2	20	A/615/9287
Managing Personal Finance	Level 1	2	20	F/615/9288
Mental Health and Well-Being Awareness	Level 1	1	10	M/616/7323
Volunteering	Level 1	1	20	H/616/8193

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Entry 3 and Level 1 Award in Character Education is 60.

The recommended guided learning hours for Entry 3 and Level 1 Certificate in Character Education is 150.

Total Qualification Time

The total qualification time for Entry 3 and Level 1 Award in Character Education is 60.

The total qualification time for Entry 3 and Level 1 Certificate in Character Education is 150.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

These qualification are suitable for learners aged 14+, 16-18, 19+

Opportunities for Progression

The Ascentis Entry Level qualifications in Character Education (Entry 3) provide learners with the skills and confidence to integrate with other people more successfully. On completion of the qualification, learners are therefore better placed to take up Entry Level employment opportunities in any industry or to progress onto vocational qualifications within a college or other social learning environment.

The Ascentis Level 1 qualifications in Character Education provide learners with the skills and confidence to integrate with other people more successfully. On completion of the qualification, learners are therefore better placed to take up opportunities in areas such as:

- Apprenticeships
- Traineeships
- Employment
- Voluntary work
- Vocational qualifications within a college or other social learning environment.

Resources to support the Delivery of the Qualification

These are outlined in Appendix 3

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

UNIT SPECIFICATIONS

Introduction to Character Development

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know the meaning of the terms character and character traits.	1.1. State what is meant by 'character'. 1.2. State the meaning of character traits <ul style="list-style-type: none"> a. Performance virtues b. Civic virtues c. Moral virtues d. Intellectual virtues
2. Understand own character.	2.1. List own positive and negative character traits. 2.2. Identify how own character impacts upon: <ul style="list-style-type: none"> a. others b. own achievements c. own self-esteem. 2.3. Identify situations from the past where own character traits had an impact and state the consequences.
3. Know skills needed to develop own character.	3.1. Choose an aspect of own character to be developed. 3.2. Explain why this aspect has been selected. 3.3. State ways in which this aspect can be developed.

UNIT SPECIFICATIONS

The Importance of Resilience and Grit

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the importance of resilience.	1.1. State what is meant by resilience. 1.2. Give one reason why resilience is an important character trait. 1.3. Identify one situation where own resilience skills were used.
2. Know how to develop resilience.	2.1. State why it is important to develop own resilience. 2.2. Give reasons why resilience is important to a person's health and well-being. 2.3. Identify one way own resilience could be improved.
3. Understand the importance of grit.	3.1. State what is meant by grit. 3.2. Give one reason why grit is an important character trait. 3.3. Identify how grit can help achieve own goals. 3.4. Identify a situation where own grit was used.

UNIT SPECIFICATIONS

Understanding the Importance of Personal Presentation

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by personal presentation.	1.1. State what is meant by personal presentation. 1.2. Give examples of good or bad personal presentation in different situations.
2. Understand the importance of good personal presentation.	2.1. Identify how own personal presentation can have an effect on others. 2.2. Give reasons why it is important to have good personal presentation. 2.3. Identify ways that good personal presentation can help to achieve goals.
3. Know ways of improving personal presentation.	3.1. Identify ways to improve own personal presentation 3.2. Identify one way own life would be changed if personal presentation was improved.

UNIT SPECIFICATIONS

Understanding Behaviour and Character Traits

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know how behaviours influence people.	1.1 State what is meant by behaviour. 1.2 Give examples of where behaviour can influence people positively and negatively
2. Know how own character traits influence behaviour and attitude.	2.1. Give examples of how own behaviour affects other people. 2.2. State ways that own character traits influence their behaviour towards other people. 2.3. State ways that character traits influence own attitude towards learning and personal achievement.
3. Know strategies to manage and modify behaviour.	3.1. Identify own character traits that may influence own behaviour negatively. 3.2. Identify one strategy to manage character traits in order to modify own behaviour. 3.3. Modify own behaviour to influence a situation positively.
4. Understand the meaning of social cohesion.	4.1. State what is meant by the term 'social cohesion'. 4.2. Give examples of social cohesion in the community. 4.3. List reasons why social cohesion is important.

UNIT SPECIFICATIONS

Using Effective Communication Skills

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by effective communication.	1.1. Outline what is meant by effective communication. 1.2. Give an example of when own communication skills were used effectively. 1.3. Identify one way effective communication skills are important for own character development.
2. Understand the impact of effective communication.	2.1. State how effective communication can have an impact on a) other people's perceptions of own character b) own self-esteem.
3. Know how to improve own communication skills and the benefits.	3.1. Identify one way to improve own communication skills. 3.2. State the benefits of improving own communication skills.
4. Be able to communicate with others.	4.1. Give different ways of communicating with others a) verbally b) non-verbally. 4.2. Take part in a discussion with two or more people.

UNIT SPECIFICATIONS

Working as Part of a Team

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the factors that contribute to effective team work.	1.1. Identify three factors that contribute to effective team work. 1.2. Give an example of a personal contribution to effective team work. 1.3. List the different types of communication which are important for effective teamwork.
2. Understand how to contribute to a team discussion.	2.1. Contribute to a team discussion speaking at an appropriate time without talking over others in the group.
3. Understand how to participate in a team activity.	3.1. Participate in a team activity. 3.2. State the aims and objectives for the activity 3.3. State own role played within an activity. 3.4. State the roles played by two other members of the team.

UNIT SPECIFICATIONS

Understand and Use Negotiation Skills

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand what is meant by negotiation.	1.1 State what is meant by negotiation. 1.2 List the skills of a good negotiator. 1.3 State the benefits of negotiation. 1.4 Identify a situation when negotiation might be necessary.
2. Know about different ways of negotiating.	2.1. List ways of negotiating. 2.2. List potential problems that can affect the negotiation process. 2.3. Give an example how effective negotiation skills can lead to a positive outcome for: a. self b. other people.
3. Be able to negotiate.	3.1. Use negotiation in a given situation. 3.2. State the success of own negotiation skills.

UNIT SPECIFICATIONS

Responsible Conduct at Work

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the requirements of the workplace.	1.1. Identify own responsibilities in the workplace in relation to health and safety. 1.2. Identify the requirements of the workplace in relation to conduct and behaviour at work 1.3. List sources of help and support in the workplace for employees.
2. Understand the importance of positive attitudes and behaviours at work.	2.1. Identify positive attitudes and behaviours for the workplace. 2.2. Outline the benefits of positive attitudes and behaviours for self.
3. Understand the characteristics of appropriate work practice.	3.1. State why it is important to arrive at the workplace on time. 3.2. State why it is important to dress appropriately in the workplace. 3.3. State why it is important to follow an organisation's requirements.

UNIT SPECIFICATIONS

Understand and Apply Enterprise Skills

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand what is meant by enterprise skills and characteristics.	1.1 List examples of the term innovation. 1.2 Give examples of enterprise skills and characteristics. 1.3 Identify one way having enterprise skills can help to develop own character. 1.4 List own enterprise skills and characteristics.
2. Be able to apply enterprise skills.	2.1. Take part in a simple group enterprise project. 2.2. List the enterprise skills used in the project by own group. 2.3. State how these skills and characteristics were useful. 2.4. Update own list of enterprise skills and characteristics to include any developed as part of the project. 2.5. Identify own enterprise skills still needing development.

UNIT SPECIFICATIONS

Managing and Adapting Behaviours for the Workplace

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know how behaviour influences the workplace.	1.1. State how people are influenced by the behaviour of others at work a. positively b. negatively. 1.2. Give examples of how behaviour at work can change the outcome of a range of situations.
2. Know how own behaviour affects the workplace.	2.1. Give examples of how own behaviour in the workplace affects others. 2.2. Give examples of how the behaviour of others affects own work. 2.3. Give an example of how behaving in a positive way at work can contribute to the successful achievement of goals.
3. Understand how to manage and modify behaviour in the workplace.	3.1. Identify one method to manage and modify own behaviour in the workplace. 3.2. Using the identified method, manage and modify own behaviour to suit the workplace.
4. Understand the meaning of social cohesion in the workplace.	4.1. State the meaning of the term 'social cohesion' in the workplace. 4.2. List examples of the benefits of social cohesion in the workplace. 4.3 Give an example of an activity which can enhance social cohesion in the workplace.

UNIT SPECIFICATIONS

Understanding Emotions and Anger Management

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand how emotions can affect behaviour.	1.1 List a range of emotions from own experience. 1.2 State how emotions have influenced own behaviour a. In a negative way b. In a positive way.
2. Know how anger can impact on others.	2.1. Identify when anger has had an impact on others that is: a. positive b. negative.
3. Be able to use anger management techniques.	3.1. Give one reason why it is important to manage own anger.
	3.2. Identify techniques for managing own anger.
	3.3. In a given situation use a range of techniques for controlling own anger.

UNIT SPECIFICATIONS

Using Assertiveness Techniques

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know about assertiveness.	1.1 State what is meant by assertiveness.
	1.2 Give one reason why assertiveness is an important character trait
	1.3 Give examples of when own assertiveness was used to influence a situation positively
2. Be able to use assertiveness techniques.	2.1 Identify one technique to improve own assertiveness
	2.2 Use chosen technique in a given situation to improve own assertiveness.

UNIT SPECIFICATIONS

Understand and Improve Motivation

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by motivation.	1.1 State what is meant by 'motivation'.
	1.2 List factors that motivate people
	1.3 Give a reason why being motivated is an important character trait to have.
2. Understand the importance of motivation.	2.1. Give reasons why being motivated is important.
	2.2. State one consequence to being unmotivated.
	2.3. State what motivates self in current situation.
3. Know how to improve own motivation.	3.1. State ways to improve own motivation.

UNIT SPECIFICATIONS

The Benefit of Confidence and Self-Esteem

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by confidence.	1.1. State what is meant by 'confidence'. 1.2. Give a reason why being confident is an important character trait 1.3. Identify how confident behaviour might influence other peoples' views of an individual.
2. Know what is meant by self-esteem.	2.1. State what is meant by 'self-esteem'. 2.2. List factors that can affect self-esteem. 2.3. Give examples of feelings linked with self-esteem. 2.4. Identify how high self-esteem can improve own confidence.
3. Understand the impact of confidence.	3.1. Identify a situation when he/she felt confident and the outcome. 3.2. Identify a situation when he/she lacked confidence and the outcome. 3.3. State one way own life would be changed if confidence was improved.
4. Know ways of improving confidence and self-esteem.	4.1. List ways to improve own confidence and self-esteem.

UNIT SPECIFICATIONS

Online Etiquette and Safety

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by the terms Internet and online.	1.1. State what is meant by the 'Internet' and 'going online.' 1.2. Give two reasons why people use the Internet 1.3. Identify online social media sites.
2. Know threats to personal safety and the security of personal information online.	2.1. Give examples of threats to information security when working online. 2.2. Give examples of threats to user safety when working online. 2.3. Give an example of how to take appropriate safety and security precautions when working online.
3. Understand how to behave appropriately online.	3.1. Identify examples of appropriate online behaviour and state why they are appropriate. 3.2. Identify examples of inappropriate online behaviour and state why they are inappropriate. 3.3. State one consequence of behaving inappropriately online.

UNIT SPECIFICATIONS

Understand the Importance of Trust

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by trust and trustworthiness.	1.1 State what is meant by trust. 1.2 Give reasons why trustworthiness is an important character trait.
2. Know why trust is important.	2.1. Give reasons why it important to trust other people. 2.2. Give reasons why it is important to have other people's trust 2.3. State the consequences of not being trusted by others 2.4. Suggest one way to keep trust in a relationship

UNIT SPECIFICATIONS

Using Emotional Intelligence

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know how to identify human emotions.	1.1. Give examples of human emotions. 1.2. Identify ways humans show emotions
2. Understand the connections between emotions, thoughts and behaviour.	2.1. Identify how emotions can affect own thoughts. 2.2. Identify how own thoughts can affect own behaviour.

UNIT SPECIFICATIONS

Understanding the Importance of Being Civil

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know the meaning of the term civility.	1.1. State what is meant by 'civility'. 1.2. State the character traits of a civil person.
2. Understand why civility is important.	2.1. State why civility is important in society. 2.2. State the possible consequences of a lack of civility in society 2.3. Identify a situation when he/she acted civilly and state the consequences.
3. Be able to behave in a civil manner to others.	3.1. Behave in a civil manner to others in a given situation. 3.2. State how own behaviour affected a) others b) own self-esteem c) own character development.

UNIT SPECIFICATIONS

Understanding the Decision Making Process

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand what is meant by decision making.	1.1 State what is meant by decision making. 1.2 Give reasons why being decisive is an important character trait.
2. Understand the decision making process.	2.1. Identify how a decision made in the past impacted upon: <ul style="list-style-type: none"> ▪ others ▪ oneself 2.2. List stages in a typical decision making process. 2.3. Identify potential problems when making decisions.
3. Be able to make decisions.	3.1. Follow a decision making process to make simple decisions.

UNIT SPECIFICATIONS

Introduction to Ethics and Morals

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the importance of ethics and morality.	1.1 State briefly what is meant by: (a) ethics (b) morals 1.2 Identify own ethics and morals 1.3 Give reasons why ethics and morals are important. 1.4 Give one reason why being ethical is an important character trait.
2. Know how ethics and morals are expressed.	2.1. State how own ethics and morals are expressed. 2.2. Give an example of when own ethical stance or morality influenced an experience or situation. 2.3. Identify how others express their own ethics and morals.

UNIT SPECIFICATIONS

Understand Etiquette and Manners

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know the importance of etiquette and manners.	1.1. State what is meant by 'etiquette'.
	1.2. State what is meant by 'manners'
	1.3. Give reasons why etiquette and good manners are important.
	1.4. Give an example of when etiquette and good manners were used in own life.
2. Be able to behave appropriately in situations.	2.1 Give an example of appropriate behaviour in a given situation.
	2.2 Give an example of inappropriate behaviour in a given situation.
	2.3 Behave appropriately in a given situation.
	2.4 State how own behaviour affected <ul style="list-style-type: none"> a. others b. own self-esteem.

UNIT SPECIFICATIONS

Managing Personal Finance

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know why personal money management is important.	1.1. Give reasons why managing money effectively is important. 1.2. List the skills needed to be able to manage money effectively. 1.3. Identify why being able to manage own money effectively can help develop own character.
2. Know ways of managing own money effectively.	2.1. Identify own income and sources. 2.2. List own expenditure. 2.3. Give ways of <ul style="list-style-type: none"> a. increasing own income b. reducing own expenditure. 2.4. Identify two reasons for saving money.

UNIT SPECIFICATIONS

Introduction to Character Development

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know the meaning of the term character.	1.1. Explain what is meant by 'character'. 1.2. Describe the meaning of character traits. <ul style="list-style-type: none"> a. Performance virtues b. Civic virtues c. Moral virtues d. Intellectual virtues 1.3. Describe positive and negative character traits.
2. Understand own character.	2.1. Identify and describe own positive and negative character traits. 2.2. Explain how own character impacts upon: <ul style="list-style-type: none"> a. others b. own achievements c. own self-esteem. 2.3. Describe a situation when own positive character traits had an impact and explain the consequences. 2.4. Describe a situation when own negative character traits had an impact and explain the consequences.
3. Know skills needed to develop own character.	3.1. Select aspects of own character to be developed. 3.2. Explain why these have been selected. 3.3. Describe how these aspects can be developed.

UNIT SPECIFICATIONS

The Importance of Resilience and Grit

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the importance of resilience.	1.1. Explain what is meant by resilience. 1.2. Explain why resilience is an important character trait. 1.3. Describe situations where own resilience skills were used and the impact.
2. Know how to develop resilience.	2.1. Explain how resilience can help develop own character. 2.2. Identify and describe ways of improving own resilience.
3. Understand the importance of grit.	3.1. Explain what is meant by grit 3.2. Explain why grit is an important character trait. 3.3. Identify ways that grit can help develop other aspects of own character. 3.4. Describe situations where own grit was used and the impact.

UNIT SPECIFICATIONS

Understanding the Importance of Personal Presentation

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by personal presentation.	1.1. Explain what is meant by personal presentation. 1.2. Give examples of good or bad personal presentation in different situations and explain why they are good or bad.
2. Understand the importance of good personal presentation.	2.1. Describe how own personal presentation can have an effect on the way they are perceived by others. 2.2. Explain how good personal presentation can have an effect on own character development. 2.3. Identify and explain ways that good personal presentation can help to achieve goals.
3. Know ways of improving personal presentation.	3.1. Identify aspects of own personal presentation to be improved 3.2. Describe ways to improve selected aspects of personal presentation 3.3. Describe how own life would be changed if own personal presentation was improved

UNIT SPECIFICATIONS

Understanding Behaviour and Character Traits

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know how behaviours influence people.	1.1 Explain what is meant by behaviour. 1.2 Describe how behaviour can influence people and situations positively and negatively
2. Know how own character traits influence behaviour and attitude.	2.1. Describe how own character traits influence their behaviour towards other people. 2.2. Describe how own character traits influence other peoples' behaviour towards them 2.3. Describe how own character traits influence own attitudes towards learning and personal achievement.
3. Know strategies to use to manage and modify behaviour.	3.1. Describe own character traits that influence own behaviour in a negative way. 3.2. Identify and justify strategies to manage negative character traits in order to modify own behaviour. 3.3. Using chosen strategies, modify own behaviour to influence situations positively.
4. Understand the meaning of social cohesion.	4.1. Explain what is meant by the term 'social cohesion'. 4.2. Give examples of social cohesion in the community. 4.3. Outline reasons why social cohesion is important.

UNIT SPECIFICATIONS

Using Effective Communication Skills

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by effective communication.	1.1. Explain what is meant by effective communication. 1.2. Describe situations when own communication skills were used effectively 1.3. Explain how effective communication skills are important for own character development.
2. Understand the impact of effective communication.	2.1. Explain how effective communication can have an impact on <ul style="list-style-type: none"> a) other people's perceptions of own character b) own self-esteem c) achievement of personal goals.
3. Know how to improve own communication skills and its benefits.	3.1. Identify weaknesses in own communication skills and explain how these could be improved. 3.2. Describe the benefits of improving own communication skills
4. Be able to communicate with others.	4.1. Identify and describe ways of communicating with others <ul style="list-style-type: none"> a) verbally b) non-verbally. 4.2. Take part in discussions with two or more people to reach a shared understanding.

UNIT SPECIFICATIONS

Working as Part of a Team

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the factors that contribute to effective teamwork.	1.1. List the positive and negative factors that can affect teamwork. 1.2. Identify personal contributions made to effective teamwork. 1.3. Outline the different types of communication which are important for effective teamwork.
2. Understand how to contribute to a team discussion.	2.1. Contribute to a team discussion sharing thoughts and ideas at an appropriate time and without talking over others in the group. 2.2. Use appropriate phrases and/or body language to indicate that s/he has something relevant to say.
3. Understand how to participate in a team activity.	3.1. Contribute to a team activity. 3.2. Identify the following: <ul style="list-style-type: none"> a) aims and objectives of the activity b) personal skills brought to the team activity c) skills that other members of the team brought to the activity 3.3. Identify any changes that would be made if s/he took part in the same activity again

UNIT SPECIFICATIONS

Understand and Use Negotiation Skills

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand what is meant by negotiation.	1.1 Explain what is meant by negotiation. 1.2 Describe the skills of a good negotiator. 1.3 Explain the benefits of negotiation. 1.4 Describe a range of situations when negotiation might be necessary and explain why.
2. Know about different ways of negotiating.	2.1. Describe different ways of negotiating. 2.2. Identify potential problems that can affect the negotiation process and give ways of resolving these. 2.3. Explain how effective negotiation skills can lead to a positive outcome for: a. self b. other people.
3. Be able to negotiate.	3.1. Use own negotiation skills to resolve a situation positively. 3.2. Review the negotiation and identify what went well and what could be improved upon.

UNIT SPECIFICATIONS

Responsible Conduct at Work

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the requirements of the workplace.	1.1. Describe responsibilities of employees in relation to health and safety. 1.2. Describe an organisation's requirements in relation to conduct and behaviour at work. Identify appropriate sources of help and support in the workplace for employees.
2. Understand the importance of positive attitudes and behaviours at work.	2.1. Describe positive attitudes and behaviours for the workplace. 2.2. Explain why positive attitudes and behaviours are important for employees.
3. Understand the characteristics of appropriate work practice.	3.1. Give reasons why it is important to maintain punctuality in the workplace. 3.2. Give reasons why it is important to dress appropriately in the workplace. 3.3. Give reasons why it is important to follow an organisation's requirements.

UNIT SPECIFICATIONS

Understand and Apply Enterprise Skills

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand what is meant by enterprise skills and characteristics.	1.1 Explain what is meant by the term innovation 1.2 Identify and describe enterprise skills and characteristics. 1.3 Describe own enterprise skills and characteristics. 1.4 Explain why having enterprise skills are important a. for success b. for own character development.
2. Be able to apply enterprise skills.	2.1. Take part in a group enterprise project. 2.2. Describe the enterprise skills and characteristics used in the project by own group. 2.3. Describe how these skills and characteristics were useful. 2.4. Update own list of enterprise skills and characteristics developed as part of the project. 2.5. Identify own enterprise skills still needing development and explain ways these could be improved.

UNIT SPECIFICATIONS

Managing and Adapting Behaviours for the Workplace

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know how behaviour influences the workplace.	1.1. Explain how people are influenced by the behaviour of others at work a. positively b. negatively 1.2. Explain how behaviour at work can change the outcome of a situation.
2. Know how own behaviour affects the workplace.	2.1. Explain how own behaviour in the workplace affects others. 2.2. Describe how the behaviour of others affects own work. 2.3. Explain how behaving in a positive way at work can contribute to successful outcomes.
3. Understand how to manage and modify behaviour in the workplace.	3.1. Describe different ways of managing and modifying own behaviour in the workplace. 3.2. Choose and implement one way of managing and modifying own behaviour to suit the workplace.
4. Understand the meaning of social cohesion in the workplace.	4.1. Describe the meaning of the term 'social cohesion' in the workplace. 4.2. Outline examples of the benefits of social cohesion in the workplace 4.3. Select an example of an activity which can enhance social cohesion in the workplace and describe the benefit.

UNIT SPECIFICATIONS

Understanding Emotions and Anger Management

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand how emotions can affect behaviour.	1.1 Identify and explain a range of emotions from own experience. 1.2 Explain how own behaviour has influenced situations a. positively b. negatively.
2. Know how anger can affect society.	2.1. Describe situations when anger has been used in society: a. positively b. negatively.
3. Be able to use anger management techniques.	3.1. Explain why it is important to manage own anger. 3.2. Identify and explain suitable techniques for managing own anger. 3.3. Select and use a range of techniques to manage own anger and comment on the results.

UNIT SPECIFICATIONS

Using Assertiveness Techniques

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know about assertiveness.	1.1 Explain what is meant by assertiveness. 1.2 Explain how assertiveness can benefit <ul style="list-style-type: none"> a. own self-esteem b. own character development c. others 1.3 Describe situations from own experience when assertiveness was used to achieve a positive outcome
2. Be able to use assertiveness techniques.	2.1. Identify a range of techniques to improve own assertiveness. 2.2. Select, justify and implement a technique to improve assertiveness in a given situation. 2.3. Comment on whether chosen technique was successful.

UNIT SPECIFICATIONS

Understand and Improve Motivation

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by motivation.	1.1 Explain what is meant by 'motivation'. 1.2 Describe factors that motivate people. 1.3 Explain why being motivated is an important character trait to have.
2. Understand the importance of motivation.	2.1. Explain how motivation can help to achieve goals. 2.2. Describe consequences to being unmotivated in terms of: a. self-esteem b. other peoples' perceptions of self c. future success. 2.3. Describe own motivations.
3. Know how to improve own motivation.	3.1. Identify and describe different ways of improving motivation. 3.2. Select one and explain why this would be appropriate for own character development.

UNIT SPECIFICATIONS

The Benefit of Confidence and Self-Esteem

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by confidence.	1.1. Explain what is meant by 'confidence'. 1.2. Explain why being confident is an important character trait. 1.3. Explain how confident behaviour might influence other peoples' views of an individual. 1.4. Explain how a lack of confidence might influence others' views of an individual.
2. Know what is meant by self-esteem.	2.1. Explain what is meant by 'self-esteem'. 2.2. Identify and describe factors that can affect self-esteem. 2.3. Identify and describe feelings linked with self-esteem. 2.4. Explain how high self-esteem can improve own confidence.
3. Understand the impact of confidence.	3.1. Describe situations when he/she felt confident and how he/she behaved in those situations. 3.2. Describe situations when he/she lacked confidence and how he/she behaved in those situations. 3.3. Describe how own life would be changed if confidence was improved.
4. Know ways of improving confidence and self-esteem.	4.1. Identify different ways to improve own confidence and self-esteem. 4.2. Choose one way and state how this could be implemented.

UNIT SPECIFICATIONS

Online Etiquette and Safety

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by the terms Internet and online.	1.1. Describe what is meant by the 'Internet' and 'going online.' 1.2. Explain why people use the internet. 1.3. Identify and state the purpose of online social media sites.
2. Know threats to personal safety and the security of personal information online.	2.1. Describe threats to information security when working online. 2.2. Describe threats to user safety when working online. 2.3. Explain how to take appropriate safety and security precautions when working online.
3. Understand how to behave appropriately online.	3.1. Describe appropriate online behaviour and explain why it is appropriate. 3.2. Describe inappropriate online behaviour and explain why it is inappropriate. 3.3. Explain the consequences of behaving inappropriately online.

UNIT SPECIFICATIONS

Understand the Importance of Trust

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know what is meant by trust and trustworthiness.	1.1 Explain the meaning of trust.
	1.2 Explain why trustworthiness is an important character trait.
2. Know why trust is important.	2.1. Explain how trusting other people can be beneficial.
	2.2. Explain how being trusted can affect <ol style="list-style-type: none">own self-esteemown successown character development
	2.3. Explain the consequences of not being trusted by others.

UNIT SPECIFICATIONS

Using Emotional Intelligence

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know how to identify human emotions.	1.1. Identify ways humans show emotions a) verbally b) non-verbally.
	1.2. Explain what is meant by 'emotional intelligence.'
2. Understand the connections between emotions, thoughts and behaviour.	2.1. Describe how own emotions can affect own thoughts. a) in a negative way b) in a positive way.
	2.2. Describe how own thoughts can affect own behaviour a) in a positive way b) in a negative way.

UNIT SPECIFICATIONS

Understanding the Importance of Being Civil

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know the meaning of the term civility.	1.1. Describe what is meant by 'civility'. 1.2. Identify and describe the character traits of a civil person.
2. Understand why civility is important.	2.1. Explain why civility is important in society. 2.2. Describe the possible consequences of a lack of civility in society. 2.3. Describe situations when he/she acted civilly and explain the impact it had. 2.4. Describe situations when he/she acted uncivilly and explain the impact it had.
3. Be able to behave in a civil manner to others.	3.1. Behave in a civil manner to others in a range of different situations. 3.2. Explain how own civil behaviour affected <ul style="list-style-type: none"> a. others' reactions b. own self-esteem c. the outcome.

UNIT SPECIFICATIONS

Understanding the Decision Making Process

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand what is meant by decision making.	1.1 Explain the term decision making. 1.2 Explain why being decisive is an important trait. 1.3 Explain how decisions made in the past impacted upon: a. others b. achievement of goals.
2. Understand the decision making process.	2.1. Identify and describe the stages in a typical decision making process. 2.2. Explain why problems may occur when making decisions.
3. Be able to make decisions.	3.1. Make simple decisions, justifying the outcomes. 3.2. Explain the process followed to make the decisions in 3.1.

UNIT SPECIFICATIONS

Introduction to Ethics and Morals

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the importance of ethics and morality.	1.1 Explain what is meant by: a. ethics b. morals.
	1.2 Identify and explain own ethics and morals, giving reasons.
	1.3 Explain why ethics and morals are important for character development.
2. Know how ethics and morals are expressed.	2.1. Describe how own ethics and morals are expressed in society.
	2.2. Give examples of when own ethical stance or morality influenced situations and the impact.
	2.3. Describe how others express their own ethics and morals.

UNIT SPECIFICATIONS

Understand Etiquette and Manners

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know the importance of etiquette and manners.	1.1. Describe what is meant by 'etiquette'.
	1.2. Describe what is meant by 'manners'.
	1.3. Explain why etiquette and good manners are important.
	1.4. Describe when etiquette and good manners were used in own life and assess the impact.
2. Be able to behave appropriately in situations.	2.1. Describe appropriate behaviour in a range of situations.
	2.2. Describe inappropriate behaviour in a range of situations.
	2.3. Behave appropriately in a range of situations.
	2.4. Explain how own appropriate behaviour affected <ul style="list-style-type: none"> a. others b. own self-esteem c. the outcome.

UNIT SPECIFICATIONS

Managing Personal Finance

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Know why personal money management is important.	1.1. Explain why it is important to manage money effectively.
	1.2. Describe the skills needed to manage own money effectively and compare with own skills
	1.3. Explain why managing own money effectively can help <ul style="list-style-type: none"> a. develop own character b. achieve personal goals.
2. Know ways of managing own money effectively.	2.1. Describe sources of own income and identify amount received.
	2.2. Identify own expenditure in terms of: <ul style="list-style-type: none"> a. essential for living b. nice to have but not essential c. luxury.
	2.3. Describe ways of <ul style="list-style-type: none"> a. increasing own income b. reducing own expenditure.
	2.4. Explain the benefits of saving money regularly.

UNIT SPECIFICATIONS

Mental Health and Well-Being Awareness

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand what is meant by mental health and well-being.	1.3 Define the terms 'mental health' and 'well-being' 1.2 List the factors that may contribute to mental health conditions 1.3 Identify the impact of mental health conditions on individuals, families and friends and employers
2. Understand the different types of common mental health conditions and the treatment options available.	2.1 List common types of mental health conditions 2.2 Outline the different ways mental health conditions are treated
3. Know the types of support available for individuals with mental health conditions.	3.1 Give examples of the types of support available in the event of a mental health crisis 3.2 Identify where to seek advice from specialist organisations 3.3 List the benefits of peer support
4. Know the principles of well-being to look after own mental health and to support others.	4.1 List the factors which characterise good mental health and well-being in a person 4.2 State the different ways to look after own mental health and well-being 4.3 Outline the importance of social interactions to look after own mental health and well-being 4.4 Outline the different ways to support others' mental health conditions.

UNIT SPECIFICATIONS

Volunteering

Credit Value of Unit: 1

GLH of Unit: 20

Level of Unit: Level 1

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
4. Understand the principles of volunteering.	1.4 Define the term 'volunteering' 1.5 List the benefits of volunteering for an individual, organisations and the public 1.6 Give two examples of volunteers in the community and outline their role and responsibilities 1.7 Identify the qualities and expectations required to be an effective volunteer 1.8 Identify the transferable skills volunteering can offer to future employers
5. Know the requirements to volunteer in accordance to the law.	2.1 Outline the importance of following instructions and procedures in the volunteer setting 2.2 Identify the steps a volunteer must take to ensure the health and safety of themselves and others 2.3 Define the terms 'equal opportunities' and 'discrimination' 2.4 List the ways a volunteer can ensure equality to others when volunteering
6. Be able to undertake volunteering duties.	3.1 Identify a volunteering opportunity of choice and indicate the criteria for the role 3.2 Identify own skills and qualities that are suitable for chosen role 3.3 Demonstrate how to complete an application for a chosen volunteering opportunity 3.4 Demonstrate effective volunteering duties for a minimum of ten hours 3.5 Give four examples of the skills and knowledge learnt from volunteering and identify how this will benefit future employment 3.6 Identify two areas where improvements could be made for future employment and give examples of how it will be achieved

APPENDIX 1

Summary Record of Achievement

Entry 3 Award and Certificate in Character Education

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Introduction to Character Development	Entry 3	2			
The Importance of Resilience and Grit	Entry 3	2			
Understanding the Importance of Personal Presentation	Entry 3	2			
Understanding Behaviour and Character Traits	Entry 3	2			
Using Effective Communication Skills	Entry 3	2			
Working as Part of a Team	Entry 3	1			
Understand and Use Negotiation Skills	Entry 3	2			
Responsible Conduct at Work	Entry 3	1			
Understand and Apply Enterprise Skills	Entry 3	2			
Managing and Adapting Behaviour for the Workplace	Entry 3	2			
Understanding Emotions and Anger Management	Entry 3	1			
Using Assertiveness Techniques	Entry 3	1			
Understand and Improve Motivation	Entry 3	2			
The Benefit of Confidence and Self-Esteem	Entry 3	2			
Online Etiquette and Safety	Entry 3	2			
Understand the Importance of Trust	Entry 3	1			

Using Emotional Intelligence	Entry 3	1			
Understanding the Importance of Being Civil	Entry 3	2			
Understanding the Decision Making Process	Entry 3	1			
Introduction to Ethics and Morals	Entry 3	2			
Understand Etiquette and Manners	Entry 3	2			
Managing Personal Finance	Entry 3	2			

Learner Name _____

Minimum Credit Value of Award 6

Minimum Credit Value of Certificate 15

Minimum Credit Value at Level being Claimed _____

Total Credit Value at Level being claimed _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Quality Assurer Signature (if sampled) _____

External Quality Assurer Signature (if sampled) _____

APPENDIX 1

Summary Record of Achievement Level 1 Award and Certificate in Character Education

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Introduction to Character Development	Level 1	2			
The Importance of Resilience and Grit	Level 1	2			
Understanding the Importance of Personal Presentation	Level 1	2			
Understanding Behaviour and Character Traits	Level 1	2			
Using Effective Communication Skills	Level 1	2			
Working as Part of a Team	Level 1	1			
Understand and Use Negotiation Skills	Level 1	2			
Responsible Conduct at Work	Level 1	1			
Understand and Apply Enterprise Skills	Level 1	2			
Managing and Adapting Behaviour for the Workplace	Level 1	2			
Understanding Emotions and Anger Management	Level 1	1			
Using Assertiveness Techniques	Level 1	1			
Understand and Improve Motivation	Level 1	2			
The Benefit of Confidence and Self-Esteem	Level 1	2			
Online Etiquette and Safety	Level 1	2			
Understand the Importance of Trust	Level 1	1			

Using Emotional Intelligence	Level 1	1			
Understanding the Importance of Being Civil	Level 1	2			
Understanding the Decision Making Process	Level 1	1			
Introduction to Ethics and Morals	Level 1	2			
Understand Etiquette and Manners	Level 1	2			
Managing Personal Finance	Level 1	2			

Learner Name _____

Minimum Credit Value of Award 6

Minimum Credit Value of Certificate 15

Minimum Credit Value at Level being Claimed _____

Total Credit Value at Level being claimed _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Quality Assurer Signature (if sampled) _____

External Quality Assurer Signature (if sampled) _____

Tracking Sheet

Introduction to Character Development (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. State what is meant by 'character'.				
1.2. State the meaning of character traits a. Performance virtues b. Civic virtues c. Moral virtues d. Intellectual virtues				
2.1. List own positive and negative character traits.				
2.2. Identify how own character impacts upon: a. others b. own achievements c. own self-esteem.				
2.3. Identify situations from the past where own character traits had an impact and state the consequences.				
3.1. Choose an aspect of own character to be developed.				
3.2. Explain why this aspect has been selected.				
3.3. State ways in which this aspect can be developed.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

External Verifier (if sampled) _____ Date _____

External Quality Assurer Signature (if sampled) _____

Tracking Sheet

The Importance of Resilience and Grit (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. State what is meant by resilience.				
1.2. Give one reason why resilience is an important character trait.				
1.3. Identify one situation where own resilience skills were used.				
2.1. State why it is important to develop own resilience.				
2.2. Give reasons why resilience is important to a person's health and well-being.				
2.3. Identify one way own resilience could be improved.				
3.1. State what is meant by grit.				
3.2. Give one reason why grit is an important character trait.				
3.3. Identify how grit can help achieve own goals.				
3.4. Identify a situation where own grit was used.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

External Verifier (if sampled) _____ Date _____

Tracking Sheet

Understanding the Importance of Personal Presentaion (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. State what is meant by personal presentation.				
1.2. Give examples of good or bad personal presentation in different situations.				
2.1. Identify how own personal presentation can have an effect on others.				
2.2. Give reasons why it is important to have good personal presentation.				
2.3. Identify ways that good personal presentation can help to achieve goals.				
3.1. Identify ways to improve own personal presentation.				
3.2. Identify one way own life would be changed if personal presentation was improved.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Understanding Behaviour and Character Traits (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. State what is meant by behaviour.				
1.2. Give examples of where behaviour can influence people positively and negatively.				
2.1. Give examples of how own behaviour affects other people.				
2.2. State ways that own character traits influence their behaviour towards other people.				
2.3. State ways that character traits influence own attitude towards learning and personal achievement.				
3.1. Identify own character traits that may influence own behaviour negatively.				
3.2. Identify one strategy to manage character traits in order to modify own behaviour.				
3.3. Modify own behaviour to influence a situation positively.				
4.1. State what is meant by the term 'social cohesion'				
4.2. Give examples of social cohesion in the community.				
4.3. List reasons why social cohesion is important.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Using Effective Communication Skills (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. Outline what is meant by effective communication.				
1.2. Give an example of when own communication skills were used effectively.				
1.3. Identify one way effective communication skills are important for own character development.				
2.1. State how effective communication can have an impact on: a) other people's perceptions of own character b) own self-esteem.				
3.1. Identify one way to improve own communication skills.				
3.2. State the benefits of improving own communication skills.				
4.1. Give different ways of communicating with others: a) verbally b) non-verbally.				
4.2. Take part in a discussion with two or more people.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Working as Part of a Team (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. Identify three factors that contribute to effective team work.				
1.2. Give an example of a personal contribution to effective team work.				
1.3. List the different types of communication which are important for effective teamwork.				
2.1. Contribute to a team discussion speaking at an appropriate time without talking over others in the group.				
3.1. Participate in a team activity.				
3.2. State the aims and objectives for the activity.				
3.3. State own role played within an activity.				
3.4. State the roles played by two other members of the team.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understand and Use Negotiation Skills (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State what is meant by negotiation.				
1.2 List the skills of a good negotiator.				
1.3 State the benefits of negotiation.				
1.4 Identify a situation when negotiation might be necessary.				
6.1. List ways of negotiating.				
6.2. List potential problems that can affect the negotiation process.				
6.3. Give an example how effective negotiation skills can lead to a positive outcome for: c. self d. other people.				
3.1 Use negotiation in a given situation.				
3.2 State the success of own negotiation skills.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Responsible Conduct at Work (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. Identify own responsibilities in the workplace in relation to health and safety.				
1.2. Identify the requirements of the workplace in relation to conduct and behaviour at work.				
1.3. List sources of help and support in the workplace for employees.				
2.1. Identify positive attitudes and behaviours for the workplace.				
2.2. Outline the benefits of positive attitudes and behaviours for self.				
3.1. State why it is important to arrive at the workplace on time.				
3.2. State why it is important to dress appropriately in the workplace.				
3.3. State why it is important to follow an organisation's requirements.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understand and Apply Enterprise Skills (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 List examples of the term innovation.				
1.2 Give examples of enterprise skills and characteristics.				
1.3 Identify one way having enterprise skills can help to develop own character.				
1.4 List own enterprise skills and characteristics.				
6.1. Take part in a simple group enterprise project.				
6.2. List the enterprise skills used in the project by own group.				
6.3. State how these skills and characteristics were useful.				
6.4. Update own list of enterprise skills and characteristics to include any developed as part of the project.				
2.5 Identify own enterprise skills still needing development.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Managing and Adapting Behaviour for the Workplace (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State how people are influenced by the behaviour of others at work: a. positively b. negatively.				
1.2 Give examples of how behaviour at work can change the outcome of a range of situations.				
2.1 Give examples of how own behaviour in the workplace affects others.				
2.2 Give examples of how the behaviour of others affects own work.				
2.3 Give an example of how behaving in a positive way at work can contribute to the successful achievement of goals.				
3.1 Identify one method to manage and modify own behaviour in the workplace.				
3.2 Using the identified method, manage and modify own behaviour to suit the workplace.				
4.1 State the meaning of the term 'social cohesion' in the workplace.				
4.2 List examples of the benefits of social cohesion in the workplace.				
4.3 Give an example of an activity which can enhance social cohesion in the workplace.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understanding Emotions and Anger Management (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 List a range of emotions from own experience.				
1.2 State how emotions have influenced own behaviour: a. in a negative way b. in a positive way.				
2.1 Identify when anger has had an impact on others that is: a. positive b. negative.				
2.2 Give one reason why it is important to manage own anger.				
2.3 Identify techniques for managing own anger.				
2.4 In a given situation use a range of techniques for controlling own anger.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Using Assertiveness Technologies (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State what is meant by assertiveness.				
1.2 Give one reason why assertiveness is an important character trait.				
1.3 Give examples of when own assertiveness was used to influence a situation positively.				
2.1 Identify one technique to improve own assertiveness				
2.2 Use chosen technique in a given situation to improve own assertiveness.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understand and Improve Motivation (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State what is meant by 'motivation'.				
1.2 List factors that motivate people.				
1.3 Give a reason why being motivated is an important character trait to have.				
2.1 Give reasons why being motivated is important.				
2.2 State one consequence to being unmotivated.				
2.3 State what motivates self in current situation.				
3.1 State ways to improve own motivation.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

The Benefit of Confidence and Self-Esteem (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State what is meant by 'confidence'.				
1.2 Give a reason why being confident is an important character trait.				
1.3 Identify how confident behaviour might influence other peoples' views of an individual.				
2.1 State what is meant by 'self-esteem'.				
2.2 List factors that can affect self-esteem.				
2.3 Give examples of feelings linked with self-esteem.				
2.4 Identify how high self-esteem can improve own confidence				
3.1 Identify a situation when he/she felt confident and the outcome				
3.2 Identify a situation when he/she lacked confidence and the outcome.				
3.3 State one way own life would be changed if confidence was improved.				
4.1 List ways to improve own confidence and self-esteem.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Online Etiquette and Safety (Entry3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State what is meant by the 'Internet' and 'going online.'				
1.2 Give two reasons why people use the Internet.				
1.3 Identify online social media sites.				
2.1 Give examples of threats to information security when working online.				
2.2 Give examples of threats to user safety when working online.				
2.3 Give an example of how to take appropriate safety and security precautions when working online.				
3.1 Identify examples of appropriate online behaviour and state why they are appropriate.				
3.2 Identify examples of inappropriate online behaviour and state why they are inappropriate.				
3.3 State one consequence of behaving inappropriately online.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Understand the Importance of Trust (Entry3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State what is meant by trust.				
1.2 Give reasons why trustworthiness is an important character trait.				
2.1 Give reasons why it important to trust other people.				
2.2 Give reasons why it is important to have other people's trust				
2.3 State the consequences of not being trusted by others.				
2.4 Suggest one way to keep trust in a relationship.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Using Emotional Intelligence (Entry3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Give examples of human emotions.				
1.2 Identify ways humans show emotions				
2.1 Identify how emotions can affect own thoughts.				
2.2 Identify how own thoughts can affect own behaviour.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understand the Importance of Being Civil (Entry3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State what is meant by 'civility'.				
1.2 State the character traits of a civil person.				
2.1 State why civility is important in society.				
2.2 State the possible consequences of a lack of civility in society.				
2.3 Identify a situation when he/she acted civilly and state the consequences.				
3.1 Behave in a civil manner to others in a given situation.				
3.2 State how own behaviour affected a. others b. own self-esteem c. own character development.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understanding the Decision Making Process (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State what is meant by decision making.				
1.2 Give reasons why being decisive is an important character trait				
2.1 Identify how a decision made in the past impacted upon: a. others b. oneself				
2.2 List stages in a typical decision making process.				
2.3 Identify potential problems when making decisions.				
3.1 Follow a decision making process to make simple decisions.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Introduction to Ethics and Morals (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State briefly what is meant by: a. ethics b. morals				
1.2 Identify own ethics and morals.				
1.3 Give reasons why ethics and morals are important.				
1.4 Give one reason why being ethical is an important character trait.				
2.1 State how own ethics and morals are expressed.				
2.2 Give an example of when own ethical stance or morality influenced an experience or situation.				
2.3 Identify how others express their own ethics and morals.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understand Etiquette and Manners (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State what is meant by 'etiquette'.				
1.2 State what is meant by 'manners'.				
1.3 Give reasons why etiquette and good manners are important.				
1.4 Give an example of when etiquette and good manners were used in own life.				
2.1 Give an example of appropriate behaviour in a given situation.				
2.2 Give an example of inappropriate behaviour in a given situation				
2.3 Behave appropriately in a given situation				
2.4 State how own behaviour affected a. others b. own self-esteem				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Managing Personal Finance (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Give reasons why managing money effectively is important.				
1.2 List the skills needed to be able to manage money effectively.				
1.3 Identify why being able to manage own money effectively can help develop own character.				
2.1 Identify own income and sources.				
2.2 List own expenditure.				
2.3 Give ways of: a. increasing own income b. reducing own expenditure.				
2.4 Identify two reasons for saving money.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Introduction to Character Development (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. State what is meant by 'character'.				
1.2. Describe the meaning of character traits a. Performance virtues b. Civic virtues c. Moral virtues d. Intellectual virtues				
1.3. Describe positive and negative character traits.				
2.1. Identify and describe own positive and negative character traits.				
2.2. Explain how own character impacts upon: a. others b. own achievements c. own self-esteem.				
2.3. Describe a situation when own positive character traits had an impact and explain the consequences.				
2.4. Describe a situation when own negative character traits had an impact and explain the consequences.				
3.1. Select aspects own character to be developed.				
3.2. Explain why these have been selected.				
3.3. Describe how these aspects can be developed.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

External Verifier (if sampled) _____ Date _____

External Quality Assurer Signature (if sampled) _____

Tracking Sheet

The Importance of Resilience and Grit (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. Explain what is meant by resilience.				
1.2. Explain why resilience is an important character trait.				
1.3. Describe situations where own resilience skills were used and the impact.				
2.1. Explain how resilience can help develop own character.				
2.2. Identify and describe ways of improving own resilience.				
3.1. Explain what is meant by grit.				
3.2. Explain why grit is an important character trait.				
3.3. Identify ways that grit can help develop other aspects of own character.				
3.4. Describe situations where own grit was used and the impact.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

External Verifier (if sampled) _____ Date _____

Tracking Sheet

Understanding the Importance of Personal Presentaion (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. Explain what is meant by personal presentation.				
1.2. Give examples of good or bad personal presentation in different situations and explain why they are good or bad.				
2.1. Describe how own personal presentation can have an effect on the ways they are percieved by others.				
2.2. Explain how good personal presentation can have an effect on own character development.				
2.3. Identify and explain ways that good personal presentation can help to achieve goals.				
3.1. Identify aspects of own personal presentation to be improved				
3.2. Describe ways to improve selected aspects of personal presentation				
3.3. Describe how own life would be changed if own personal presentation was improved				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understanding Behaviour and Character Traits (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by behaviour.				
1.2 Describe how behaviour can influence people and situations positively and negatively				
2.1. Describe how own character traits influence their behaviour towards other people.				
2.2. Describe how own character traits influence other peoples' behaviour towards them				
2.3. Describe how own character traits influence own attitudes towards learning and personal achievement.				
3.1. Describe own character traits that influence own behaviour in a negative way.				
3.2. Identify and justify strategies to manage negative character traits in order to modify own behaviour.				
3.3. Using chosen strategies, modify own behaviour to influence situations positively.				
4.1. Explain what is meant by the term 'social cohesion'.				
4.2. Give examples of social cohesion in the community.				
4.3 Outline reasons why social cohesion is important.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Using Effective Communication Skills (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. Explain what is meant by effective communication.				
1.2. Describe situations when own communication skills were used effectively				
1.3. Explain how effective communication skills are important for own character development.				
2.1. Explain how effective communication can have an impact on a) other people's perceptions of own character b) own self-esteem c) achievement of personal goals.				
3.1. Identify weaknesses in own communication skills and explain how these could be improved.				
3.2. Describe the benefits of improving own communication skills				
4.1. Identify and describe ways of communicating with others a) verbally b) non-verbally.				
4.2. Take part in discussions with two or more people to reach a shared understanding.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Working as Part of a Team (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1. List the positive and negative factors that can affect teamwork.				
1.2. Identify personal contributions made to effective teamwork.				
1.3. Outline the different types of communication which are important for effective teamwork.				
2.1. Contribute to a team discussion sharing thoughts and ideas at an appropriate time and without talking over others in the group.				
2.2. Use appropriate phrases and/or body language to indicate that s/he has something relevant to say.				
3.1. Contribute to a team activity.				
3.2. Identify the following: a) aims and objectives of the activity b) personal skills brought to the team activity c) skills that other members of the team brought to the activity				
3.3. Identify any changes that would be made				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

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APPENDIX 2

Tracking Sheet

Understand and Use Negotiation Skills (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by negotiation.				
1.2 Describe the skills of a good negotiator.				
1.3 Explain the benefits of negotiation.				
1.4 Describe a range of situations when negotiation might be necessary and explain why.				
2.1 Describe different ways of negotiating.				
2.2 Identify potential problems that can affect the negotiation process and give ways of resolving these.				
2.3 Explain how effective negotiation skills can lead to a positive outcome for: a. self b. other people.				
3.1 Use own negotiation skills to resolve a situation positively.				
3.2 Review the negotiation and identify what went well and what could be improved upon.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

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APPENDIX 2

Tracking Sheet

Responsible Conduct at Work (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe responsibilities of employees in relation to health and safety.				
1.2 Describe an organisation's requirements in relation to conduct and behaviour at work. Identify appropriate sources of help and support in the workplace for employees.				
2.1 Describe positive attitudes and behaviours for the workplace				
2.2 Explain why positive attitudes and behaviours are important for employees.				
3.1 Give reasons why it is important to maintain punctuality in the workplace.				
3.2 Give reasons why it is important to dress appropriately in the workplace.				
3.3 Give reasons why it is important to follow an organisation's requirements.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

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APPENDIX 2

Tracking Sheet

Understand and Apply Enterprise Skills (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by the term innovation				
1.2 Identify and describe enterprise skills and characteristics.				
1.3 Describe own enterprise skills and characteristics.				
1.4 Explain why having enterprise skills are important a. for success b. for own character development.				
2.1 Take part in a group enterprise project.				
2.2 Describe the enterprise skills and characteristics used in the project by own group.				
2.3 Describe how these skills and characteristics were useful.				
2.4 Update own list of enterprise skills and characteristics developed as part of the project.				
2.5 Identify own enterprise skills still needing development and explain ways these could be improved.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

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Tracking Sheet

Managing and Adapting Behaviour for the Workplace (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain how people are influenced by the behaviour of others at work a. positively b. negatively.				
1.2 Explain how behaviour at work can change the outcome of a situation.				
2.1 Explain how own behaviour in the workplace affects others.				
2.2 Describe how the behaviour of others affects own work.				
2.3 Explain how behaving in a positive way at work can contribute to successful outcomes.				
3.1 Describe different ways of managing and modifying own behaviour in the workplace.				
3.2 Choose and implement one way of managing and modifying own behaviour to suit the workplace.				
4.1 Describe the meaning of the term 'social cohesion' in the workplace.				
4.2 Outline examples of the benefits of social cohesion in the workplace.				
4.3 Select an example of an activity which can enhance social cohesion in the workplace and describe the benefit.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

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Tracking Sheet

Understanding Emotions and Anger Management (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify and explain a range of emotions from own experience.				
1.2 Explain how own behaviour has influenced situations a. positively b. negatively.				
2.1 Describe situations when anger has been used in society: a. positively b. negatively				
3.1 Explain why it is important to manage own anger.				
3.2 Identify and explain suitable techniques for managing own anger.				
3.3 Select and use a range of techniques to manage own anger and comment on the results.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

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APPENDIX 2

Tracking Sheet

Using Assertiveness Techniques (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by assertiveness.				
1.2 Explain how assertiveness can benefit a. own self-esteem b. own character development c. others.				
1.3 Describe situations from own experience when assertiveness was used to achieve a positive outcome.				
2.1 Identify a range of techniques to improve own assertiveness.				
2.2 Select, justify and implement a technique to improve assertiveness in a given situation.				
2.3 Comment on whether chosen technique was successful.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understand and Improve Motivation (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by 'motivation'.				
1.2 Describe factors that motivate people.				
1.3 Explain why being motivated is an important character trait to have.				
2.1 Explain how motivation can help to achieve goals.				
2.2 Describe consequences to being unmotivated in terms of: a. self-esteem b. other peoples' perceptions of self c. future success.				
2.3 Describe own motivations.				
3.1 Identify and describe different ways of improving motivation.				
3.2 Select one and explain why this would be appropriate for own character development.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

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APPENDIX 2

Tracking Sheet

The Benefit of Confidence and Self-Esteem (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by 'confidence'.				
1.2 Explain why being confident is an important character trait.				
1.3 Explain how confident behaviour might influence other peoples' views of an individual.				
1.4 Explain how a lack of confidence might influence others' views of an individual.				
2.1 Explain what is meant by 'self-esteem'				
2.2 Identify and describe factors that can affect self-esteem.				
2.3 Identify and describe feelings linked with self-esteem.				
2.4 Explain how high self-esteem can improve own confidence.				
3.1 Describe situations when he/she felt confident and how he/she behaved in those situations				
3.2 Describe situations when he/she lacked confidence and how he/she behaved in those situations.				
3.3 Describe how own life would be changed if confidence was improved.				
4.1 Identify different ways to improve own confidence and self-esteem.				
4.2 Choose one way and state how this could be implemented.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

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APPENDIX 2

Tracking Sheet

Online Etiquette and Safety (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe what is meant by the 'Internet' and 'going online.'				
1.2 Explain why people use the internet.				
1.3 Identify and state the purpose of online social media sites.				
2.1 Describe threats to information security when working online.				
2.2 Describe threats to user safety when working online.				
2.3 Explain how to take appropriate safety and security precautions when working online.				
3.1 Describe appropriate online behaviour and explain why it is appropriate.				
3.2 Describe inappropriate online behaviour and explain why it is inappropriate.				
3.3 Explain the consequences of behaving inappropriately online.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

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Tracking Sheet

Understand the Importance of Trust (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the meaning of trust.				
1.2 Explain why trustworthiness is an important character trait.				
2.1 Explain how trusting other people can be beneficial.				
2.2 Explain how being trusted can affect a. own self-esteem b. own success c. own character development.				
2.3 Explain the consequences of not being trusted by others.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Using Emotional Intelligence (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify ways humans show emotions a. verbally b. non-verbally.				
1.2 Explain what is meant by 'emotional intelligence.'				
2.1 Describe how own emotions can affect own thoughts. a. in a negative way b. in a positive way.				
2.2 Describe how own thoughts can affect own behaviour a. in a positive way b. in a negative way				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

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Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understand the Importance of Being Civil (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe what is meant by 'civility'.				
1.2 Identify and describe the character traits of a civil person.				
2.1 Explain why civility is important in society.				
2.2 Describe the possible consequences of a lack of civility in society.				
2.3 Describe situations when he/she acted civilly and explain the impact it had.				
2.4 Describe situations when he/she acted uncivilly and explain the impact it had.				
3.1 Behave in a civil manner to others in a range of different situations.				
3.2 Explain how own civil behaviour affected: a. others' reactions b. own self-esteem c. the outcome.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

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APPENDIX 2

Tracking Sheet

Understanding the Decision Making Process (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the term decision making.				
1.2 Explain why being decisive is an important trait.				
1.3 Explain how decisions made in the past impacted upon: a. others b. achievement of goals.				
2.1 Identify and describe the stages in a typical decision making process.				
2.2 Explain why problems may occur when making decisions.				
3.1 Make simple decisions, justifying the outcomes.				
3.2 Explain the process followed to make the decisions in 3.1.				

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APPENDIX 2

Tracking Sheet

Introduction to Ethics and Morals (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by: a. ethics b. morals.				
1.2 Identify and explain own ethics and morals, giving reasons.				
1.3 Explain why ethics and morals are important for character development.				
2.1 Describe how own ethics and morals are expressed in society.				
2.2 Give examples of when own ethical stance or morality influenced situations and the impact.				
2.3 Describe how others express their own ethics and morals.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

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Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Understand Etiquette and Manners (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe what is meant by 'etiquette'.				
1.2 Describe what is meant by 'manners'.				
1.3 Explain why etiquette and good manners are important.				
1.4 Describe when etiquette and good manners were used in own life and assess the impact.				
2.1 Describe appropriate behaviour in a range of situations.				
2.2 Describe inappropriate behaviour in a range of situations				
2.3 Behave appropriately in a range of situations.				
2.4 Explain how own appropriate behaviour affected a. others b. own self-esteem c. the outcome.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

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APPENDIX 2

Tracking Sheet

Managing Personal Finance (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain why it is important to manage money effectively.				
1.2 Describe the skills needed to manage own money effectively and compare with own skills.				
1.3 Explain why managing own money effectively can help: a. develop own character b. achieve personal goals.				
2.1 Describe sources of own income and identify amount received.				
2.2 Identify own expenditure in terms of: a. essential for living b. nice to have but not essential c. luxury.				
2.3 Describe ways of a. increasing own income b. reducing own expenditure.				
2.4 Explain the benefits of saving money regularly.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

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APPENDIX 2

Tracking Sheet

Mental Health and Well-Being Awareness (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Define the terms 'mental health' and 'well-being'				
1.2 List the factors that may contribute to mental health conditions				
1.3 Identify the impact of mental health conditions on individuals, families and friends and employers				
2.1 List common types of mental health conditions				
2.2 Outline the different ways mental health conditions are treated				
3.1 Give examples of the types of support available in the event of a mental health crisis				
3.2 Identify where to seek advice from specialist organisations				
3.3 List the benefits of peer support				
4.1 List the factors which characterise good mental health and well-being in a person				
4.2 State the different ways to look after own mental health and well-being				
4.3 Outline the importance of social interactions to look after own mental health and well-being				
4.4 Outline the different ways to support others' mental health conditions.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

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APPENDIX 2

Tracking Sheet

Volunteering (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Define the term 'volunteering'				
1.2 List the benefits of volunteering for an individual, organisations and the public				
1.3 Give two examples of volunteers in the community and outline their role and responsibilities				
1.4 Identify the qualities and expectations required to be an effective volunteer				
1.5 Identify the transferable skills volunteering can offer to future employers				
2.1 Outline the importance of following instructions and procedures in the volunteer setting				
2.2 Identify the steps a volunteer must take to ensure the health and safety of themselves and others				
2.3 Define the terms 'equal opportunities' and 'discrimination'				
2.4 List the ways a volunteer can ensure equality to others when volunteering				
3.1 Identify a volunteering opportunity of choice and indicate the criteria for the role				
3.2 Identify own skills and qualities that are suitable for chosen role				
3.3 Demonstrate how to complete an application for a chosen volunteering opportunity				
3.4 Demonstrate effective volunteering duties for a minimum of ten hours				
3.5 Give four examples of the skills and knowledge learnt from volunteering and identify how this will benefit future employment				
3.6 Identify two areas where improvements could be made for future employment and give examples of how it will be achieved				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

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Resources to support the delivery of this qualification

There is a tutor resource PowerPoint and learner workbooks available for the Entry 3 and Level 1 Mandatory Unit in Character Development.

These can be downloaded for free from QuartzWeb