



# Ascentis Level 1 Award in Personal Well-Being Specification

<b>Ofqual Number:</b>	<b>600/8988/X</b>
Ofqual Start Date:	01/05/2013
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## ABOUT ASCENTIS

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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.

## ASCENTIS CONTACT DETAILS

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## ASCENTIS LEVEL 1 AWARD IN PERSONAL WELL-BEING

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### Introduction

The qualification content provides learners with knowledge and skills enabling them to make balanced and informed choices about their life, both now and in the future, and to develop confidence in their own abilities. Topics covered include motivation, assertiveness, understanding feelings and emotions and self-esteem. The qualifications also offer learners an opportunity to explore issues relating to the society in which they live, topics which may be relevant to their own lives. Options available include units on body image, bullying, drugs, eating disorders and relationships.

### Aims

These qualifications in Personal Well-Being aim to provide a broad and diverse personal learning experience through five key concept areas:

- Diversity
- Healthy Lifestyles
- Personal Identities
- Relationships
- Risk

### Ofqual Qualification Number:

- **600/8988/X Ascentis Level 1 Award In Personal Well-Being**

## Rules of Combination

600/8988/X Ascentis Level 1 Award In Personal Well-Being					
Learners must achieve 6 credits in total. One unit must be achieved from each of the key subject groups: Diversity (A), Healthy Lifestyles (B), Personal Identities (C), Relationships (D) and Risk (E). Any remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred. A minimum of 4 credits must be achieved at Level 1.					
Unit Group A (Diversity): Learner must achieve a minimum of one unit from this group					
Level 1 Units					
Unit Title	Level	ICV	GLH	Unit Code	Barred Units
Valuing Equality and Diversity	1	2	16	F/600/7804	L/503/1013
Beliefs and Values	1	1	9	L/503/0962	R/503/0963
Level 2 Units					
Unit Title	Level	ICV	GLH	Unit Code	Barred Units
Valuing Equality and Diversity	2	2	16	L/503/1013	F/600/7804
Beliefs and Values	2	1	8	R/503/0963	L/503/0962
Unit Group B (Healthy Lifestyles): Learner must achieve a minimum of one unit from this group.					
Level 1 Units					
Unit Title	Level	ICV	GLH	Unit Code	Barred Units
Healthy Lifestyles	1	2	18	A/503/0973	F/503/0974
Sex and Relationships	1	2	18	A/503/0990	F/503/0991
Understanding Eating Disorders	1	1	9	F/506/5319	M/503/0999
Understanding Stress	1	1	9	J/503/1012	R/503/1546
Drugs and Substance Misuse	1	1	9	T/503/0969	K/503/0970
Understanding Body Image	1	1	9	Y/503/0995	D/503/0996
Level 2 Units					
Unit Title	Level	ICV	GLH	Unit Code	Barred Units
Understanding Body Image	2	1	8	D/503/0996	Y/503/0995
Healthy Lifestyles	2	2	16	F/503/0974	A/503/0973
Sex and Relationships	2	2	16	F/503/0991	A/503/0990
Drugs and Substance Misuse	2	1	8	K/503/0970	T/503/0969
Understanding Eating Disorders	2	1	8	M/503/0999	F/506/5319
Understanding Stress	2	1	8	R/503/1546	J/503/1012
Unit Group C (Personal Identities): Learner must achieve a minimum of one unit from this group.					
Level 1 Units					
Unit Title	Level	ICV	GLH	Unit Code	Barred Units
Personal Identity and Self-Esteem	1	1	9	H/503/0983	K/503/0984
Developing Confidence and Self-Esteem	1	1	8	K/503/0967	M/503/0968
Understanding Motivation	1	1	9	K/503/1004	M/503/1005
Enrichment Activity – Personal Well-Being	1	1	9	M/503/0971	T/503/0972
Developing Assertiveness	1	1	9	Y/503/0964	H/503/0966
Interpersonal Communication Skills	1	1	9	Y/503/0978	D/503/0979

Level 2 Units					
Unit Title	Level	ICV	GLH	Unit Code	Barred Units
Interpersonal Communication Skills	2	1	8	D/503/0979	Y/503/0978
Developing Assertiveness	2	1	8	H/503/0966	Y/503/0964
Personal Identity and Self-Esteem	2	1	8	K/503/0984	H/503/0983
Developing Confidence and Self-Esteem	2	1	8	M/503/0968	K/503/0967
Understanding Motivation	2	1	8	M/503/1005	K/503/1004
Enrichment Activity – Personal Well-Being	2	1	8	T/503/0972	M/503/0971
<b>Unit Group D (Relationships): Learner must achieve a minimum of one unit from this group.</b>					
Level 1 Units					
Unit Title	Level	ICV	GLH	Unit Code	Barred Units
Understanding Relationships	1	2	18	A/503/1007	J/503/1009
Individual Rights and Responsibilities in Society	1	1	9	J/503/0975	L/503/0976
Recognising and Dealing with Bullying	1	2	18	J/503/0989	Y/600/5217
Teamwork Skills	1	2	18	J/503/0992	L/503/0993
Understanding Feelings and Emotions	1	1	9	R/503/1000	H/503/1003
Level 2 Units					
Unit Title	Level	ICV	GLH	Unit Code	Barred Units
Understanding Feelings and Emotions	2	1	8	H/503/1003	R/503/1000
Individual Rights and Responsibilities in Society	2	1	8	L/503/0976	J/503/0975
Teamwork Skills	2	2	16	L/503/0993	J/503/0992
Understanding Relationships	2	2	16	J/503/1009	A/503/1007
Recognising and Dealing with Bullying	2	2	16	Y/600/5217	J/503/0989
<b>Unit Group E (Risk): Learner must achieve a minimum of one unit from this group</b>					
Level 1 Units					
Unit Title	Level	ICV	GLH	Unit Code	Barred Units
Understanding Risk	1	1	9	A/503/1010	F/503/1011
Making Decisions	1	1	9	Y/503/0981	D/503/0982
Level 2 Units					
Unit Title	Level	ICV	GLH	Unit Code	Barred Units
Understanding Risk	2	1	8	F/503/1011	A/503/1010
Making Decisions	2	1	8	D/503/0982	Y/503/0981

### Recommended Guided Learning Hours

The recommended guided learning hours for Level 1 Award in Personal Well-Being is 50.

### Total Qualification Time

The total qualification time for Level 1 Award in Personal Well-Being is 50.

## 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 qualifications are suitable for learners aged 14+, 16-18 and 19+

## Opportunities for Progression

Learners could progress onto further education or employment.

## 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](http://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](http://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](http://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<sup>1</sup>. 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](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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<sup>1</sup> 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

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### 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
- Final multiple choice tests.

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](http://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.

## Level 1 Unit Criteria

Unit Group A (Diversity): Learner must achieve a minimum of one unit from this group

### UNIT SPECIFICATIONS

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**Unit Title:** Valuing Equality and Diversity

**Unit Reference Number:** F/600/7804

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 1

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#### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand aspects of equality.	1.1. Define the term "equality".
	1.2. List the key legislation.
	1.3. Give examples of inequality in a range of situations.
	1.4. Identify bodies who work on equality issues.
2. Understand aspects of diversity.	2.1. Define the term "diversity".
	2.2. List the key legislation.
	2.3. Give examples of positive and negative stereotyping.
	2.4. Give examples of how diversity can benefit society.
3. Understand aspects of discrimination.	3.1. State the difference between discrimination and prejudice.
	3.2. List the areas of discrimination covered by legislation.
	3.3. Give an example of direct discrimination.
	3.4. Give an example of indirect discrimination.

#### Assessment Method

N/A

#### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Beliefs and Values  
**Unit Reference Number:** L/503/0962

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by “beliefs”.	1.1. States what is meant by “beliefs”. 1.2. Identify own beliefs. 1.3. Give examples of the beliefs of other people/groups.
2. Understand what is meant by “values”.	2.1. State what is meant by “values”. 2.2. Identify values commonly held by a specific group of people. 2.3. Identify own values. 2.4. Give examples of the values held by other people/groups.
3. Understand how values and beliefs can influence attitudes, opinions and behaviour.	3.1. State how own values and beliefs have influenced attitude/opinion and behaviour in a given situation. 3.2. State how the values and beliefs of a given group have influenced their attitudes/opinions and behaviour.

### Assessment Method

N/A

### Equivalences

N/A

Unit Group B (Healthy Lifestyles): Learner must achieve a minimum of one unit from this group.

## UNIT SPECIFICATIONS

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**Unit Title:** Healthy Lifestyles

**Unit Reference Number:** A/503/0973

**Credit Value of Unit:** 2

**GLH of Unit:** 18

**Level of Unit:** 1

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Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of a balanced diet to a healthy lifestyle.	1.1. State what is meant by a healthy and balanced diet.
	1.2. Identify the essential food groups in a balanced diet.
2. Know about the importance of exercise to a healthy lifestyle.	2.1. State how lack of exercise can affect the human body.
	2.2. Outline the importance of physical activity to healthy lifestyle.
	2.3. Describe three different types of exercise/sport/activity.
3. Understand the importance of emotional and mental well-being.	3.1. Outline the effects of stress on the human body.
	3.2. State what is meant by emotional and mental well-being.
	3.3. Outline how work/life balance can help maintain emotional and mental well-being.
4. Know how to improve own lifestyle.	4.1. Give positive and negative points of own lifestyle in relation to physical and mental health, and emotional well-being.
	4.2. Identify sources of information and/or support and how they can be accessed.
	4.3. Outline a plan to improve own lifestyle.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Sex and Relationships  
**Unit Reference Number:** A/503/0990

**Credit Value of Unit:** 2

**GLH of Unit:** 18

**Level of Unit:** 1

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Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about different sexual relationships.	1.1. State what is meant by 'sexuality'.
	1.2. List different sexual relationships.
	1.3. Outline what is meant by a consensual sexual relationship.
	1.4. Outline cultural differences regarding sexual relationships and marriage.
2. Understand the risks associated with a sexual relationship.	2.1. Outline risks associated with a sexual Relationship.
	2.2. Give an example of a high risk situation.
	2.3. Identify how risk/s can be minimised or avoided.
3. Understand law in relation to sex and sexuality.	3.1. Identify legal issues in relation to age of consent, marriage, cohabitation and abuse
4. Understand how the body works in relation to sexual activity.	4.1. Identify two changes that occur in the male body during sexual activity.
	4.2. Identify two changes that occur in the female body during sexual activity.
5. Understand methods of contraception.	5.1. List methods of contraception.
	5.2. Give the advantages and disadvantages of each.
	5.3. State sources of further information and support available.
6. Know how to maintain good sexual health.	6.1. Identify the causes and effects of STIs including HIV and AIDS.
	6.2. Outline how to maintain good sexual health.
	6.3. State sources of further information and support available.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Eating Disorders  
**Unit Reference Number:** F/506/5319

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about different eating disorders.	1.1. List different types of eating disorders. 1.2. Outline the signs and symptoms of different eating disorders. 1.3. State the possible short-term and long-term effects on health of each.
2. Understand the connections between food and feelings.	2.1. Identify the connections between food and feelings. 2.2. Outline why abnormal eating habits may develop.
3. Know how to access information and support related to eating disorders.	3.1. Identify further information and support available.

### Assessment Method

N/A

### Equivalences

H/503/0997 Understanding Eating Disorders

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Stress  
**Unit Reference Number:** J/503/1012

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by 'stress'.	1.1. Outline what is meant by 'stress'.
	1.2. Outline why human beings feel stress.
	1.3. State when stress can be useful to an individual.
	1.4. State when stress can be unhelpful to an individual.
2. Understand possible causes of stress.	2.1. Identify possible causes of stress.
3. Understand the effects of stress on an individual.	3.1. Outline how he/she felt in a stressful situation.
	3.2. Identify how stress changed his/her behaviour.
4. Understand how stress can be managed.	4.1. Give examples of steps that could be taken to reduce stress in daily life.
	4.2. Identify support available to individuals experiencing stress.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Drugs and Substance Misuse

**Unit Reference Number:** T/503/0969

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the use and misuse of legal and illegal drugs and other substances.	1.1. Give examples of legal and illegal drugs and other substances.
	1.2. Identify two reasons why people may use substances legitimately.
	1.3. State two reasons why people may misuse substances.
2. Understand the risks of using and misusing drugs and other substances.	2.1. Outline the risks associated with drug and substance misuse.
	2.2. Give an example of where long-term use of a specific drug or substance can have a positive impact on daily life.
	2.3. Give an example of where long-term drug or substance use can have a negative impact on daily life.
3. Know how to access sources of help/support relating to substance misuse.	3.1. State how to access help/support relating to substance misuse.

### Assessment Method

N/A

### Equivalences

M/500/5388 – A/500/4812



## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Body Image

**Unit Reference Number:** Y/503/0995

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how body image is portrayed in the media.	1.1. State what is meant by 'body image'. 1.2. Give an example of a positive and a negative portrayal of bodies in the media.
2. Understand cultural and historical influences on body image.	2.1. Outline how body image can be influenced by different societies or cultures.
	2.2. Give examples of images of beauty from different cultures.
	2.3. Give examples of images of beauty from different historical periods.
3. Understand influences on own body image.	3.1. Identify influences on own body image.

### Assessment Method

N/A

### Equivalences

Y/500/5448 – F/500/5587

Unit Group C (Personal Identities): Learner must achieve a minimum of one unit from this group.

## UNIT SPECIFICATIONS

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**Unit Title:** Personal Identity and Self-Esteem

**Unit Reference Number:** H/503/0983

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the concept of personal identity.	1.1. Identify elements that shape personal identity.
	1.2. Identify factors that contribute to a positive sense of self.
2. Understand the relationship between self-esteem, confidence and personal identity.	2.1. State what is meant by self-esteem and confidence.
	2.2. Outline the relationship between personal identity and self-esteem.
3. Understand how personal identity can affect an individual and their role in society.	3.1. Give an example of how a positive personal identity can help an individual contribute to society.

### Assessment Method

N/A

### Equivalences

M/600/3134 Understanding Personal Identity

R/600/3403 Understanding Personal Identity

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Confidence and Self-Esteem  
**Unit Reference Number:** K/503/0967

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the impact of confidence.	1.1. Define confidence.
	1.2. State the benefits of being confident.
	1.3. Outline how confident behaviour might influence others' perceptions of an individual.
	1.4. Outline how lacking confidence might influence others' perceptions of an individual.
2. Know what is meant by self-esteem.	2.1. Define self-esteem.
	2.2. Identify factors that affect self-esteem.
3. Understand ways of building confidence and self-esteem.	3.1. Identify ways of building confidence and self-esteem.
	3.2. Outline a situation where he/she lacks confidence and how confidence building strategies could be applied.
	3.3. State the potential impact of using confidence building strategies in a given situation.

### Assessment Method

N/A

### Equivalences

H/500/4772 - M/500/4693

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Motivation

**Unit Reference Number:** K/503/1004

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the meaning of motivation.	1.1. Define 'motivation'. 1.2. List different factors that motivate people.
2. Understand the effects of lack of motivation.	2.1. Outline the impact on self and others of a lack of motivation.
3. Understand own levels of motivation.	3.1. State what motivates self in current situation.
	3.2. Identify situations when own motivation was low.
	3.3. Identify situations when own motivation was high.
	3.4. Identify ways to improve own motivation.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Enrichment Activity – Personal Well-Being

**Unit Reference Number:** M/503/0971

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to take part in an enrichment activity relevant to personal well-being.	1.1. Contribute to agreed tasks in an enrichment activity relevant to personal well-being.
	1.2. Outline the aims and objectives of the activity.
2. Understand the value of taking part in an enrichment activity.	2.1. Outline own contribution to the agreed enrichment activity.
	2.2. Outline the knowledge and/or skills gained as a result of the activity.
	2.3. State the benefits of the activity for self and others.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Assertiveness  
**Unit Reference Number:** Y/503/0964

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what assertiveness is.	1.1. Define assertiveness. 1.2. Outline the difference between 'assertive', 'passive' and 'aggressive'.
2. Understand how to be assertive.	2.1. State the benefits of being assertive. 2.2. Identify a situation where assertiveness could be used to achieve a desired outcome. 2.3. Demonstrate assertive behaviour in a given situation. 2.4. Outline the importance of self-control when being assertive.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Interpersonal Communication Skills

**Unit Reference Number:** Y/503/0978

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of effective interpersonal communication skills.	1.1. Outline the importance of the following elements of effective communication: (a) Active listening (b) Non-verbal communication (c) Appropriateness of language and tone.
	1.2. Give examples of three situations in which good interpersonal skills are important.
	1.3. Identify possible barriers to communication.
2. Be able to demonstrate effective interpersonal communication skills.	2.1. Use the elements of effective communication listed above in a given situation.
	2.2. Identify a strategy to overcome a barrier to communication in a given situation.
	2.3. Identify areas for further development in own interpersonal communication skills.

### Assessment Method

N/A

### Equivalences

N/A

Unit Group D (Relationships): Learner must achieve a minimum of one unit from this group.

## UNIT SPECIFICATIONS

**Unit Title:** Understanding Relationships

**Unit Reference Number:** A/503/1007

**Credit Value of Unit:** 2

**GLH of Unit:** 18

**Level of Unit:** 1

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by 'a relationship'.	1.1. Outline the meaning of 'relationship'.
	1.2. State the importance of relationships to self and others.
	1.3. Give examples of different types of relationships.
	1.4. Outline the importance of knowing and respecting boundaries within relationships.
2. Understand family relationships.	2.1. Identify different family roles and structures.
	2.2. Outline own role/s within family
	2.3. State how relationships within a family change over time.
3. Understand personal and social relationships.	3.1. Identify the characteristics of personal and social relationships.
	3.2. Outline the boundaries within each.
4. Understand working relationships.	4.1. State the difference between work and social relationships.
	4.2. List the roles and responsibilities of an employer and employee in a working relationship.
	4.3. Outline the boundaries within a working relationship.
5. Know how to behave appropriately in different relationships.	5.1. Identify skills needed to develop and maintain relationships.
	5.2. Outline the importance of trust within a relationship.
	5.3. State possible causes of conflict within a relationship and how these might be overcome.

### Assessment Method

N/A

### Equivalences

N/A



## UNIT SPECIFICATIONS

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**Unit Title:** Individual Rights and Responsibilities in Society

**Unit Reference Number:** J/503/0975

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand that individuals have rights.	1.1. Outline what is meant by 'rights'.
	1.2. Name one piece of current legislation relating to an individual's rights in society.
	1.3. Identify own rights as an individual in society.
2. Understand the responsibilities of individuals.	2.1. Outline what is meant by 'responsibilities'.
	2.2. Identify the personal, social and legal responsibilities of an individual in society.
3. Understand factors that affect an individual's rights and responsibilities.	3.1. Outline factors that can affect an individual's rights.
	3.2. Outline factors that can affect an individual's responsibilities.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Recognising and Dealing with Bullying  
**Unit Reference Number:** J/503/0989

**Credit Value of Unit:** 2

**GLH of Unit:** 18

**Level of Unit:** 1

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by 'bullying'.	1.1. Identify three different forms of bullying. 1.2. State what is meant by being a victim.
2. Be able to recognise the effects of bullying.	2.1. Give three examples of the effects of bullying on the victim. 2.2. Identify the emotions that may be experienced by a bully when bullying.
3. Be able to recognise strategies for dealing with bullying.	3.1. Outline one intervention that may help the victim. 3.2. State two ways in which the self-esteem of the victim can be raised. 3.3. Outline one intervention that may help the bully.
4. Know where to access help and support.	4.1. Identify three sources of help and support available.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Teamwork Skills  
**Unit Reference Number:** J/503/0992

**Credit Value of Unit:** 2

**GLH of Unit:** 18

**Level of Unit:** 1

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the meaning of teamwork.	1.1. Define team and teamwork. 1.2. Identify effective team working skills and qualities.
2. Understand the role and responsibilities of team members.	2.1. Outline the role and responsibilities of different team members. 2.2. State own role within a team.
3. Know how to work within a team.	3.1. Identify a team goal. 3.2. Work with others towards a common goal. 3.3. State how to overcome conflict within a team.
4. Know how to review performance of a team.	4.1. Outline the performance of the team. 4.2. Outline ways to improve own team working skills.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

---

**Unit Title:** Understanding Feelings and Emotions

**Unit Reference Number:** R/503/1000

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understanding the terms 'emotion' and 'feeling'.	1.1. Give examples of emotions and feelings.
2. Understand how feelings and emotions might be expressed.	2.1. Give an example of own feelings and emotions in two different situations.
	2.2. State how these feelings and emotions might be expressed.
3. Understand how to manage and respond to emotions and feelings.	3.1. Give an example of a positive response to a given situation.
	3.2. Give an example of a negative response to a given situation.
	3.3. Outline a strategy to manage own emotions and feelings.

### Assessment Method

N/A

### Equivalences

D/600/5249

Unit Group E (Risk): Learner must achieve a minimum of one unit from this group

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Risk

**Unit Reference Number:** A/503/1010

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise situations that pose risk to self and others.	1.1. Identify situations that pose risk to self and others.
	1.2. Identify a situation involving risk where pressure could be used to influence others.
2. Know how to assess and manage risk.	2.1. Outline the positive and negative aspects of risk.
	2.2. Identify factors to consider when taking a risk.
	2.3. State why it is importance to assess and manage risk.
	2.4. Identify possible strategies to manage risk.
3. Understand own response to risk.	3.1. Identify reasons for own risk-taking.
	3.2. Outline feelings that risk-taking can give.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Making Decisions  
**Unit Reference Number:** Y/503/0981

**Credit Value of Unit:** 1

**GLH of Unit:** 9

**Level of Unit:** 1

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the range and nature of decisions to be made.	1.1. Give two examples of decisions made by individuals on a daily basis.
	1.2. Give examples of possible life changing decisions.
	1.3. Give two examples of decisions made by a group.
2. Understand the factors involved in making a decision.	2.1. List factors to be considered in making a specific decision.
	2.2. Outline the result of a decision and the way the decision was made.
3. Understand how to learn from mistakes.	3.1. State the consequences of a decision that caused problems.
	3.2. State how the decision might have been made differently to improve the outcome.

### Assessment Method

N/A

### Equivalences

N/A

## Level 2 Unit Criteria

Unit Group A (Diversity): Learner must achieve a minimum of one unit from this group

### UNIT SPECIFICATIONS

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**Unit Title:** Valuing Equality and Diversity

**Unit Reference Number:** L/503/1013

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 2

---

#### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand aspects of equality.	1.1. Define the term "equality".
	1.2. Describe key legislation in relation to equality.
	1.3. Describe cases of inequality in a range of situations.
	1.4. Describe organisational bodies who work on equality issues.
2. Understand aspects of diversity.	2.1. Define the term "diversity".
	2.2. Describe key legislation in relation to diversity.
	2.3. Describe cases of positive and negative stereotyping.
	2.4. Explain how diversity can benefit society.
3. Understand aspects of discrimination.	3.1. Explain the difference between discrimination and prejudice.
	3.2. State the areas of discrimination covered by legislation.
	3.3. Explain the difference between direct and indirect discrimination.
	3.4. Illustrate examples of each.

#### Assessment Method

N/A

#### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Beliefs and Values  
**Unit Reference Number:** R/503/0963

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by 'beliefs'.	1.1. Describe what is meant by 'beliefs'.
	1.2. Describe, with examples, what is meant by 'system of belief'.
	1.3. Compare own beliefs to those of other people/groups.
2. Understand what is meant by 'values'.	2.1. Define what is meant by 'values'.
	2.2. Describe commonly held values.
	2.3. Compare own values to those of other people/groups.
3. Understand how values and beliefs can influence attitudes, opinions and behaviour.	3.1. Assess how values and beliefs may influence own attitudes, opinions and behaviour.
	3.2. Assess how values and beliefs may influence the attitudes, opinions and behaviour of others: (a) interpersonally (b) globally.

### Assessment Method

N/A

### Equivalences

N/A



Unit Group B (Healthy Lifestyles): Learner must achieve a minimum of one unit from this group.

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Body Image

**Unit Reference Number:** D/503/0996

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how body image is portrayed in the media.	1.1. Define 'body image'. 1.2. Compare examples of positive and negative portrayal of bodies in the media.
2. Understand cultural and historical influences on body image.	2.1. Describe how body image can be influenced by different societies or cultures. 2.2. Describe how the perception of beauty varies from culture to culture. 2.3. Describe how the perception of beauty has changed through history.
3. Understand influences on own body image.	3.1. Describe influences on own body image.

### Assessment Method

N/A

### Equivalences

F/500/5587 Understanding Own Response to Body Image

## UNIT SPECIFICATIONS

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**Unit Title:** Healthy Lifestyles  
**Unit Reference Number:** F/503/0974

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 2

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of a balanced diet to a healthy lifestyle.	1.1. Describe what is meant by a healthy and balanced diet.
	1.2. Describe the essential food groups in a balanced diet and their importance to the human body.
2. Know about the importance of exercise to a healthy lifestyle.	2.1. Describe how lack of exercise can affect the human body.
	2.2. Assess three different types of exercise/sport/activity and their effect on the human body.
3. Understand the importance of emotional and mental well-being.	3.1. Describe the effects of stress on the human body.
	3.2. Describe the importance of a work/life balance on emotional and mental wellbeing.
4. Know how to improve own lifestyle.	4.1. Assess own lifestyle in relation to physical and mental health, and emotional wellbeing to current guidelines.
	4.2. Assess sources of information and/or support and how they can be accessed.
	4.3. Produce a plan to improve own lifestyle.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Sex and Relationships  
**Unit Reference Number:** F/503/0991

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 2

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Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about different sexual relationships.	1.1. Define 'sexuality' and 'sexual orientation'
	1.2. Outline different sexual relationships.
	1.3. Describe what is meant by a consensual sexual relationship.
	1.4. Describe cultural differences regarding sexual relationships and marriage.
2. Understand the risks associated with a sexual relationship.	2.1. Describe risks associated with a sexual relationship
	2.2. Describe potentially high risk situations.
	2.3. Describe how risk/s can be minimised or avoided.
3. Understand law in relation to sex and sexuality.	3.1. Describe legal issues in relation to age of consent, marriage, cohabitation and abuse.
4. Understand how the body works in relation to sexual activity.	4.1. Describe changes in the male body during sexual activity.
	4.2. Describe changes in the female body during sexual activity.
5. Understand methods of contraception.	5.1. Compare methods of contraception
	5.2. Describe sources of further information and support available.
6. Know how to maintain good sexual health.	6.1. Describe the causes and effects of STIs including HIV and AIDS.
	6.2. Describe how to maintain good sexual health.
	6.3. Describe sources of further information and support available.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Drugs and Substance Misuse  
**Unit Reference Number:** K/503/0970

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the use and misuse of legal and illegal drugs and other substances.	1.1. Give examples of legal and illegal drugs and other substances.
	1.2. Describe the classification system of illegal drugs.
	1.3. Explain why people may use substances legitimately.
	1.4. Explain why people may misuse substances.
	1.5. Outline the ethical arguments for and against the legalisation of a specific substance.
2. Understand the risks of using and misusing drugs and other substances.	2.1. Describe the risks associated with drug and substance misuse.
	2.2. Assess the impact of long-term drug and substance misuse on daily life.
3. Know how to access sources of help/support relating to substance misuse.	3.1. Describe how to access help/support relating to drug and substance misuse.

### Assessment Method

N/A

### Equivalences

A/500/4812 Recognising Issues of Substances Misuse

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Eating Disorders  
**Unit Reference Number:** M/503/0999

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about different eating disorders.	1.1. Describe different eating disorders.
	1.2. Describe the signs and symptoms of different eating disorders.
	1.3. Describe the possible short-term and long-term effects on health of each.
2. Understand the connections between food and feelings.	2.1. Describe the connections between food and feelings.
	2.2. Explain why abnormal eating habits may develop.
3. Know how to access information and support relating to eating disorders.	3.1. Assess information and support available relating to eating disorders.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Stress  
**Unit Reference Number:** R/503/1546

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by 'stress'.	1.1. Define 'stress'. 1.2. Describe the biological function of stress. 1.3. Give examples of positive and negative stress.
2. Understand possible causes of stress.	2.1. Describe possible causes of stress.
3. Understand the effects of stress on an individual.	3.1. Describe how he/she felt in a stressful situation. 3.2. Describe the impact of stress on his/her behaviour.
4. Understand how stress can be managed.	4.1. Describe steps that could be taken to reduce stress in his/her life. 4.2. Assess support available to individuals experiencing stress.

### Assessment Method

N/A

### Equivalences

N/A

Unit Group C (Personal Identities): Learner must achieve a minimum of one unit from this group.

## UNIT SPECIFICATIONS

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**Unit Title:** Interpersonal Communication Skills

**Unit Reference Number:** D/503/0979

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of effective interpersonal communication skills.	1.1. Explain the importance of the following elements of effective communication: (a) Active listening (b) Non-verbal communication (c) Appropriateness of language and tone. 1.2. Describe three situations in which good interpersonal skills are important. 1.3. Describe possible barriers to communication.
2. Be able to demonstrate effective interpersonal communication skills.	2.1. Use the elements of effective communication listed above in both a formal and an informal setting. 2.2. Apply strategies to overcome barriers to communication. 2.3. Assess the effectiveness of own interpersonal communication skills.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Assertiveness  
**Unit Reference Number:** H/503/0966

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what assertiveness is.	1.1. Define assertiveness. 1.2. Compare examples of 'assertive', 'passive' and 'aggressive' behaviour.
2. Understand how to be assertive.	2.1. Describe the benefits of being assertive. 2.2. Describe a range of situations where assertiveness could be used to achieve a desired outcome. 2.3. Demonstrate assertive behaviour in two different contexts. 2.4. Describe the importance of self-control, and the possible consequences of losing control, when being assertive.

### Assessment Method

N/A

### Equivalences

N/A



## UNIT SPECIFICATIONS

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**Unit Title:** Personal Identity and Self-Esteem  
**Unit Reference Number:** K/503/0984

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the concept of personal identity.	1.1. Describe what is meant by personal Identity.
	1.2. Describe factors that shape the personal identity of self and others.
	1.3. Describe factors that contribute to a positive sense of self.
2. Understand the relationship between self-esteem, confidence and personal identity.	2.1. Explain what is meant by 'self-esteem' and 'confidence'.
	2.2. Describe the relationship between personal identity and self-esteem.
3. Understand how personal identity can affect an individual and their role in society.	3.1. Describe how a positive personal identity can help an individual contribute to society.

### Assessment Method

N/A

### Equivalences

R/600/3403 Understanding Personal Identity

## UNIT SPECIFICATIONS

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**Unit Title:** Developing Confidence and Self-Esteem  
**Unit Reference Number:** M/503/0968

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the impact of confidence.	1.1. Define confidence.
	1.2. Describe the benefits of being confident.
	1.3. Describe how confident behaviour might influence others' perceptions of an individual.
	1.4. Describe how lacking confidence might influence others' perceptions of an individual.
2. Know what is meant by self-esteem.	2.1. Define self-esteem.
	2.2. Describe the factors that affect self-esteem.
3. Understand ways of building confidence and self-esteem.	3.1. Compare different ways to build confidence and self-esteem.
	3.2. Describe a situation where he/she lacks confidence and how confidence building strategies could be applied.
	3.3. Assess the potential impact of using confidence building strategies in different contexts.

### Assessment Method

N/A

### Equivalences

Developing Confidence and Self-Esteem - H/500/4772

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Motivation  
**Unit Reference Number:** M/503/1005

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the meaning of motivation.	1.1. Describe what is meant by motivation. 1.2. Explain, with examples, what is meant by extrinsic and intrinsic motivational factors.
2. Understand the effects of lack of motivation.	2.1. Assess the impact on self and others of a lack of motivation.
3. Know how to evaluate own levels of motivation.	3.1. Assess own motivational factors in current situation.
	3.2. Analyse a situation when own motivation was low.
	3.3. Analyse a situation when own motivation was high.
	3.4. Describe ways to improve own motivation.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Enrichment Activity – Personal Well-Being  
**Unit Reference Number:** T/503/0972

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to take part in an enrichment activity relevant to personal well-being.	1.1. Perform agreed tasks in an enrichment activity relevant to personal well-being.
	1.2. Explain the aims and objectives of the activity.
2. Understand the value of taking part in an enrichment activity.	2.1. Describe own contribution to the agreed enrichment activity.
	2.2. Describe the knowledge and/or skills gained as a result of the activity.
	2.3. Assess the benefits of the activity for self, others and for the wider community.
	2.4. Describe ways in which the activity could have been improved.

### Assessment Method

N/A

### Equivalences

N/A

Unit Group D (Relationships): Learner must achieve a minimum of one unit from this group.

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Feelings and Emotions

**Unit Reference Number:** H/503/1003

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understanding what is meant by 'feelings' and 'emotions'.	1.1. Describe a range of feelings and emotions.
2. Understand how feelings and emotions might be expressed.	2.1. Describe how feelings and emotions might be expressed in different situations.
	2.2. Describe how the expression of feelings and emotions can be perceived by others.
3. Understand how to manage and respond to emotions and feelings.	3.1. Compare positive and negative emotional responses to a given situation.
	3.2. Describe strategies to manage own emotions and feelings.

### Assessment Method

N/A

### Equivalences

D/600/5249 Understanding and Managing Emotions

## UNIT SPECIFICATIONS

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**Unit Title:** Understand Relationships  
**Unit Reference Number:** J/503/1009

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what is meant by 'a relationship'.	1.1. Define 'relationship'.
	1.2. Describe different types of relationships and their importance to self and others.
	1.3. Explain the importance of knowing and respecting boundaries within relationships.
2. Understand family relationships.	2.1. State what is meant by a nuclear family.
	2.2. Describe how family structures in Britain have changed in recent decades.
	2.3. Describe how relationships within a family change over time.
3. Understand personal and social relationships.	3.1. Identify the characteristics of personal and social relationships.
	3.2. Describe the boundaries of both a personal and a social relationship.
4. Understand working relationships.	4.1. Outline the roles and responsibilities of an employer and employee in a working relationship.
	4.2. Compare a working relationship to a social or family relationship.
5. Know how to behave appropriately in different relationships.	5.1. Describe skills needed to develop and maintain relationships.
	5.2. Explain the importance of trust within a relationship.
	5.3. Assess possible causes of conflict within a relationship and how these might be overcome.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Individual Rights and Responsibilities in Society

**Unit Reference Number:** L/503/0976

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the relationship between rights and responsibilities.	1.1. Describe, with examples, the difference between rights and responsibilities.
2. Understand that individuals have rights.	2.1. Identify current legislation relating to an individual's rights.
	2.2. Describe own rights as an individual in society.
	2.3. Give an example of where individuals' rights may conflict.
3. Understand the responsibilities of individuals.	3.1. Describe the personal, social and legal responsibilities of an individual in society.
4. Understand factors that affect an individual's rights and responsibilities.	4.1. Describe a situation that can affect an individual's rights.
	4.2. Describe a situation that can affect an individual's responsibilities.
	4.3. Explain the possible consequences when an individual does not undertake their responsibilities.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Teamwork Skills  
**Unit Reference Number:** L/503/0993

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 2

---

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the meaning of teamwork.	1.1. Define team and teamwork. 1.2. Describe effective team working skills and qualities.
2. Understand the role and responsibilities of team members.	2.1. Describe the role and responsibilities of different team members. 2.2. Describe own role within a team.
3. Know how to work within a team.	3.1. Identify a team goal. 3.2. Work with others towards a common goal. 3.3. Describe ways to promote effective team working, for example, communication, respect and support for others. 3.4. Describe techniques that could be used to overcome conflict within a team.
4. Know how to review performance of a team.	4.1. Assess performance of the team. 4.2. Describe ways to improve own team working skills.

### Assessment Method

N/A

### Equivalences

N/A



## UNIT SPECIFICATIONS

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**Unit Title:** Recognising and Dealing with Bullying  
**Unit Reference Number:** Y/600/5217

**Credit Value of Unit:** 2

**GLH of Unit:** 16

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the terms bullying and victim.	1.1. Describe three different forms of bullying. 1.2. Comment on what is meant by being a victim.
2. Be able to recognise the effects of bullying.	2.1. Describe three examples of the effects of bullying, for example, on attitudes or behaviour. 2.2. Comment on the emotions that may be experienced by a bully when bullying. 2.3. Describe two ways in which the self-esteem of the victim can be raised.
3. Be able to recognise strategies for dealing with bullying.	3.1. Describe two interventions that can help the bully and the victim.
4. Know where to access help and support.	4.1. Describe three sources of help and support.

### Assessment Method

N/A

### Equivalences

N/A

Unit Group E (Risk): Learner must achieve a minimum of one unit from this group

## UNIT SPECIFICATIONS

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**Unit Title:** Making Decisions

**Unit Reference Number:** D/503/0982

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the range and nature of decisions to be made.	1.1. Describe examples of decisions that are made on a daily basis.
	1.2. Describe possible life changing decisions.
	1.3. Give examples of autocratic, democratic and consensual decision making.
	1.4. State the advantages and disadvantages of the decision making methods above.
2. Understand the factors involved in making a decision.	2.1. Assess the factors to be considered in making a specific decision.
	2.2. Describe the rationale and result of a specific decision.
3. Understand how to learn from mistakes.	3.1. Describe the negative consequences of a specific decision.
	3.2. Assess how the decision might have been made differently with hindsight.

### Assessment Method

N/A

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Understanding Risk  
**Unit Reference Number:** F/503/1011

**Credit Value of Unit:** 1

**GLH of Unit:** 8

**Level of Unit:** 2

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise situations that pose risk to self and others.	1.1. Describe situations that pose risk to self and others. 1.2. Describe situations involving risk where pressure could be used to influence others.
2. Know how to assess and manage risk.	2.1. Describe the positive and negative aspects of risk. 2.2. Identify factors to consider when taking a risk. 2.3. Describe the importance to assessing and managing risk. 2.4. Assess risk in a given situation. 2.5. Compare possible strategies to manage a risk.
3. Understand own response to risk.	3.1. Describe reasons for own risk-taking. 3.2. Describe feelings that risk-taking can give.

### Assessment Method

N/A

### Equivalences

N/A

Summary Record of Achievement  
600/8988/X Ascentis Level 1 Award in Personal Well-Being

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name \_\_\_\_\_

Minimum Credit Value of Qualification 6

I confirm that the minimum number of credits 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 Verifier Signature (if sampled) \_\_\_\_\_

