



Ascentis Entry 3 and Level 1 Award in

Personal Development

Specification

Ofqual Number:

**Entry 3: 601/3575/X
Level 1: 601/3592/X**

Ofqual Start Date:

1st August 2014

Ofqual Review Date:

31st July 2027

Ofqual Certification Review Date:

31st July 2028

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, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

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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TABLE OF CONTENTS

ASCENTIS ENTRY LEVEL 3 AND LEVEL 1 AWARD IN PERSONAL DEVELOPMENT

Introduction	5
Aims	5
Target Group	5
Ofqual Qualification Numbers	5
Rationale for the Rules of Combination	6
Rules of Combination	6
Recommended Guided Learning Hours (GLH) Total Qualification Time (TQT)	9
Time Limit for the Process of Credit Accumulation and Exemptions	9
Recommended Prior Knowledge, Attainment and / or Experience	9
Age Range of Qualification	9
Opportunities for Progression	9
Resources to Support the Delivery of the Qualification	9
Centre Recognition	9
Qualification Approval	9
Registration	9
Status in England, Wales and Northern Ireland	10
Reasonable Adjustments and Special Considerations	10
Enquiries and Appeals Procedure	10
Useful Links	10

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment	11
Internal Assessment	11
Verification	11
Internal Verification	11
External Verification	12
Knowledge, Understanding and Skills required of Assessors and Internal Verifiers	12

UNIT SPECIFICATIONS

Entry 2 Units

Community Action	13
Developing Self	15
Dealing with Problems in Daily Life	17
Healthy Living	19
Individual Rights and Responsibilities	20
Managing Own Money	21
Managing Social Relationships	23
Preparation for Work	24
Working as Part of a Group	26
Working Towards Goals	28

Entry 3 Units

Community Action	30
Developing Self	32
Dealing with Problems in Daily Life	34
Healthy Living	36
Individual Rights and Responsibilities	37
Managing Own Money	38

Managing Social Relationships	40
Preparation for Work	42
Working as Part of a Group	44
Working Towards Goals	46
Personal Advancement	48
Study Skills	51
Equality and Diversity	54
Health and Safety Awareness	56
Level 1 Units	
Community Action	58
Developing Self	60
Dealing with Problems in Daily Life	62
Healthy Living	64
Individual Rights and Responsibilities	66
Managing Own Money	68
Managing Social Relationships	70
Preparation for Work	72
Working as Part of a Group	74
Working Towards Goals	76
Personal Advancement	78
Study Skills	81
Career Development	84
Identity and Cultural Diversity	87
Carrying out own Volunteering Role	89
Time Management Skills	91
Demonstrating Speaking and Listening Skills	94
Improving Assertiveness and Decision Making	97
Understanding Personal Identity	99
Managing Personal Risk	100
Appendix 1: Summary Record of Achievement	101
Appendix 2: Tracking Sheets	105

ASCENTIS ENTRY 3 AND LEVEL 1 AWARD IN PERSONAL DEVELOPMENT

Introduction

The Ascentis Entry 3 and Level 1 Awards in Personal Development are designed to give learners the skills to live independently by providing them with the knowledge to make informed decisions on issues that affect their lives. Achievement of these Awards could also act as the first step in a ladder of progression towards further qualifications and employment.

There are several features of these qualifications that make them very appropriate for their target learners.

- Assessment is through the building up of a portfolio of evidence, allowing flexibility in terms of the learner putting together evidence most appropriate to their learning situation.
- A flexible optional structure that allows learners and tutors to choose learning that is relevant to their specific needs.
- An ability to combine units with units at a higher level to promote learner progression.
- Moderation and certification can be offered throughout the year, allowing maximum flexibility for centres.

Aims

The aims of these qualifications are:

- 1 To promote the skills required for independent living and learner self-confidence.
- 2 To encourage the acquisition of skills and progression towards employment
- 3 To reward the achievement of learners for the skills that they have developed.

Target Group

These qualifications are aimed at those learners of all ages that may need help and support in developing the skills to enable them to achieve an independent lifestyle.

Ofqual Qualification Numbers:

Entry 3: 601/3575/X

Level 1: 601/3592/X

Rationale for the Rules of Combination

To achieve the Award in Personal Development the learner must obtain a minimum of 6 credits. Learners can achieve up to a maximum of 12 credits in completing the Award. A minimum of 51% of credits must be taken at the level of the Award and the remaining credits can be taken from any of the optional units.

Rules of Combination

Ascentis Entry 3 and Level 1 Award in Personal Development				
Minimum credits: 6				
Title	Level	Credit Value	GLH	Unit Reference
Entry 2 Units				
Community Action	Entry 2	2	20	Y/502/0449
Dealing with Problems in Daily Life	Entry 2	2	20	D/502/0436
Developing Self	Entry 2	2	20	M/502/0442
Healthy Living	Entry 2	2	20	L/502/0450
Individual Rights and Responsibilities	Entry 2	1	10	F/502/0445
Managing Own Money	Entry 2	2	20	Y/502/0452
Managing Social Relationships	Entry 2	1	10	A/502/0444
Preparation for Work	Entry 2	2	20	R/502/0451
Working as Part of a Group	Entry 2	2	20	H/502/0437
Working Towards Goals	Entry 2	2	20	Y/502/0435
Entry 3 Units				
Community Action	Entry 3	2	20	F/502/0459
Dealing with Problems in Daily Life	Entry 3	2	20	H/502/0454
Developing Self	Entry 3	2	20	M/502/0456
Equality and Diversity	Entry 3	2	20	K/503/4579
Health and Safety Awareness	Entry 3	1	10	A/504/9913
Healthy Living	Entry 3	2	20	T/502/0460
Individual Rights and Responsibilities	Entry 3	1	10	A/502/0458
Managing Own Money	Entry 3	2	20	F/502/0462
Managing Social Relationships	Entry 3	2	20	T/502/0457
Personal Advancement	Entry 3	4	40	T/506/3793
Preparation for Work	Entry 3	2	20	A/502/0461
Study Skills	Entry 3	2	10	F/506/3795
Working as Part of a Group	Entry 3	2	20	K/502/0455
Working Towards Goals	Entry 3	2	20	D/502/0453
Level 1 Units				
Career Development	Level 1	3	10	M/506/3792
Carrying out own Volunteering Role	Level 1	2	16	A/506/7070
Community Action	Level 1	2	20	M/502/0473
Dealing with Problems in Daily Life	Level 1	2	20	L/502/0464
Demonstrating Speaking and Listening Skills	Level 1	3	27	R/503/9212
Developing Self	Level 1	2	20	K/502/0469
Healthy Living	Level 1	2	20	F/502/0476
Identity and Cultural Diversity	Level 1	2	20	M/502/3356
Improving Assertiveness and Decision Making	Level 1	3	27	D/505/8555
Individual Rights and Responsibilities	Level 1	1	10	K/502/0472
Managing Own Money	Level 1	2	20	R/502/0479
Managing Personal Risk	Level 2	1	8	M/600/3411
Managing Social Relationships	Level 1	2	20	D/502/0470

Personal Advancement	Level 1	4	40	M/501/5760
Preparation for Work	Level 1	2	20	J/502/0477
Study Skills	Level 1	2	10	J/506/3796
Time Management Skills	Level 1	3	27	D/506/2363
Understanding Personal Identity	Level 1	1	10	M/600/3134
Working as Part of a Group	Level 1	2	20	R/502/0465
Working Towards Goals	Level 1	2	20	J/502/0463
Credits from equivalent Units: Please contact the Ascentis office to request equivalences and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				
Barred combinations				
Unit title	Unit Reference		Unit title	Unit Reference
Community Action (E2)	Y/502/0449	May not be taken with	Community Action (E3)	F/502/0459
Community Action (E3)	F/502/0459	May not be taken with	Community Action (L1)	M/502/0473
Developing Self (E2)	M/502/0442	May not be taken with	Developing Self (E3)	M/502/0456
Developing Self (E3)	M/502/0456	May not be taken with	Developing Self (L1)	K/502/0469
Dealing with Problems in Daily Life (E2)	D/502/0436	May not be taken with	Dealing with Problems in Daily Life (E3)	H/502/0454
Dealing with Problems in Daily Life (E3)	H/502/0454	May not be taken with	Dealing with Problems in Daily Life (L1)	L/502/0464
Healthy Living (E2)	L/502/0450	May not be taken with	Healthy Living (E3)	T/502/0460
Healthy Living (E3)	T/502/0460	May not be taken with	Healthy Living (L1)	F/502/0476
Individual Rights and Responsibilities (E2)	F/502/0445	May not be taken with	Individual Rights and Responsibilities (E3)	A/502/0458
Individual Rights and Responsibilities (E3)	A/502/0458	May not be taken with	Individual Rights and Responsibilities (L1)	K/502/0472
Managing Own Money (E2)	Y/502/0452	May not be taken with	Managing Own Money (E3)	F/502/0462

Managing Own Money (E3)	F/502/0462	May not be taken with	Managing Own Money (L1)	R/502/0479
Managing Social Relationships (E2)	A/502/0444	May not be taken with	Managing Social Relationships (E3)	T/502/0457
Managing Social Relationships (E3)	T/502/0457	May not be taken with	Managing Social Relationships (L1)	D/502/0470
Preparation for Work (E2)	R/502/0451	May not be taken with	Preparation for Work (E3)	A/502/0461
Preparation for Work (E3)	A/502/0461	May not be taken with	Preparation for Work (L1)	J/502/0477
Working as Part of a Group (E2)	H/502/0437	May not be taken with	Working as Part of a Group (E3)	K/502/0455
Working as Part of a Group (E3)	K/502/0455	May not be taken with	Working as Part of a Group (L1)	R/502/0465
Working Towards Goals (E2)	Y/502/0435	May not be taken with	Working Towards Goals (E3)	D/502/0453
Working Towards Goals (E3)	D/502/0453	May not be taken with	Working Towards Goals (L1)	J/502/0463
Personal Advancement (E3)	T/506/3793	May not be taken with	Personal Advancement (L1)	M/501/5760
Study Skills (E3)	F/506/3795	May not be taken with	Study Skills (L1)	J/506/3796

Unit certification is available for all units.

Guided Learning Hours (GLH)

The recommended guided learning hours for these qualifications are 54.

Total qualification Time (TQT)

The total qualification time for the Entry 3 Award in Personal Development is 60 and Level 1 Award in Personal Development is 60.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualifications.

Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning or experience is required.

Age Range of Qualification

These qualifications are suitable for young people aged 14-19 and adult learners

Opportunities for Progression

It is intended that these qualifications will help learners towards the following progression routes:

- Internal progression within the qualifications as learners have the option to achieve units at one level above that of certification
- Lateral or vertical progression to Functional Skills qualifications
- Vocational or subject specific learning at Entry Level 3 or Level 1
- Supported employment.

Resources to Support the Delivery of the Qualification

Many Ascentis units include suggested content to support wider learning opportunities across three priority areas:

- Digital
- Well-being
- Sustainability.

They are not compulsory and do not form part of the assessment. They are suggestions for tutors who may wish to link the unit content into these areas to further support learner progression in education, training and work.

Centre Recognition

These qualifications can only be offered by centres recognised by Ascentis and approved to run the qualifications. 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 these qualifications. 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. Late registration may result in a fee, refer to the latest version of the product catalogue.

Status in England, Wales and Northern Ireland

These qualifications are available in England and Northern Ireland. They are only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk

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 reasonable adjustments and special considerations are available from the login 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.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

¹ The Scottish Qualifications Authority (SQA) has developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation's Regulatory Principles (2014).

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 award/certificate/diploma, 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 four weeks afterwards in case any appeal is 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
- Audio recordings
- Self-Assessments
- Workbook activities
- 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.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the login 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:

- 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 Quality Assurers 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 the Ascentis electronic portal or the Ascentis website.

UNIT SPECIFICATIONS

Community Action

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 2

Introduction

In this unit you will be encouraged to participate in local community activities and understand the benefits of these activities for yourself and the community.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Recognise local community groups	1.1 Identify a community group in their local area and what it does
	1.2 Identify 'groups' that can make up a community
2 Be able to demonstrate how they participate in community activities	2.1 Participate in a community activity that is relevant to them
	2.2 Identify how this activity benefits others

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Recognise Local Community Groups

- Be able to describe the term community in relation to personal experience
- Recognise features of community such as language, dress, culture, belief, school, workplace
- Understand that communities can also be online, through gaming, social media following, blogs and sharing of content and information
- Different groups could be religious, youth, sport, friendships

Demonstrate Participation in Community Activities

- Participating in activities can include, face to face meetings, attending a place of worship, playing sports, online gaming, writing and responding to online post with likeminded people etc.
- Find out different ways the groups behave that help your local community
- Say how someone can give something to the community
- Give an example of how you have given something to the community
- List the benefits to the group members – friendship, knowledge, shared interest
- Say how a local group is helped by someone's support
- List different ways groups can help your community, fundraising (online and through selling raffle tickets, holding events), creating support groups etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: • Use digital skills to find their community through social media and blogs. • Create their own support group online.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. • There are opportunities to explore the concepts from the Five Ways to Well-being, such as: Connecting - spending time with community groups Give - giving time and energy to your community.	Learners could: • Engage in activities that support environmental and sustainability causes.

UNIT SPECIFICATIONS

Developing Self

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 2

Introduction

In this unit you will learn ways in which you can reflect on your own personal development and how your personal skills, abilities and behaviours can be improved.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Recognise their strengths and the areas they need to develop	1.1 Identify a personal strength or ability
	1.2 Identify an area for self-development
2 Recognise how to develop themselves	2.1 Identify a personal skill or behaviour they need to develop
	2.2 Agree with an appropriate person a suitable target to work towards
	2.3 Identify who will support them in developing the identified skill or behaviour
	2.4 Work through activities to develop the agreed skill or behavior
3 Review their development	3.1 Carry out a simple review of the progress they have made
	3.2 Identify what went well and what did not go so well

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Personal Strengths and Abilities

- Think about one thing that you are very good at
- Find a way to show others how good you are at this – you could give a talk to a small group using photographs or pictures of the thing that you are good at

Self-Improvement

- Think of something you would like to do better
- Name something you need to do, a skill or ability, which will help you achieve your goal
- Name something which is stopping you from achieving your goal
- Identify what help you need to stop this being a challenge

Reviewing Development

- After making the choice consider whether this was the right choice and why
- Explain the things you did well and the things which you could improve upon

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: • Word process lists detailing strengths and things to work on, create an action plan. • Identify digital skills they may wish to develop.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. • There are opportunities to explore the concepts from the Five Ways to Well-being, such as: Connecting: spending time with others.	Learners could: • Think about actions relating to environmental and sustainability habits that they can improve as part of positive self-developments.

UNIT SPECIFICATIONS

Dealing with Problems in Daily Life

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 2

Introduction

In this unit you will learn the concept of problem solving and help you to develop skills to enable you to tackle problems in your daily life.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Demonstrate an awareness of how to recognise straightforward problems	1.1 Identify a straightforward problem 1.2 Identify a way of tackling the problem, with appropriate support
2 Tackle straightforward problems	2.1 Tackle the problem using a given procedure 2.2 Ask for advice or support if needed

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Recognise a Problem

- Know what the challenge or difficulty is and record it.
- Explore possible solutions to the problem – e.g. talking, buying new equipment, watching online tutorials, finding information online, such as accessing forums, FAQ pages

Solving a Problem

- Have a plan and follow it to solve your problem
- Use other people to help you solve the problem, this can be by asking face to face questions or posting in forums or help sites
- Name appropriate individuals who can help deal with the problem e.g. teachers, counsellors, family, friends, online experts, individuals who have experienced the problem previously and were able to find a appropriate solution
- Demonstrate how you have looked at safe ways of dealing with the problem
- Record the plan and the things you do to solve your problem

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: • Use online tutorials/forums to find the answer to their problem.	Learners could: • Identify the feelings that they might relate to a straightforward problem. • Consider ways to manage negative feelings that impact their well-being, such as talking to someone about any worries, relaxation and breathing exercises to manage feelings of anxiety. • Benefit from knowing personal skills they can develop to support problems experienced e.g. building confidence in talking to people, writing worries/concerns down before seeking assistance, taking notice and listening to advice. • Build connections with those around them to help solve the problem.

UNIT SPECIFICATIONS

Healthy Living

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 2

Introduction

In this unit you will be introduced to ways in which you can contribute to a healthy lifestyle and be encouraged to demonstrate activities which will improve your own lifestyle.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Recognise the steps needed to lead a healthy lifestyle	1.1 Identify what they can do to contribute to a healthy lifestyle 1.2 Identify an activity which will make an improvement to their lifestyle
2 Demonstrate how they contribute to their own healthy lifestyle	2.1 Participate in an activity to contribute to a healthy lifestyle

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Healthy Lifestyle

- Healthy food: find out about foods.
- Look at the food pyramid to see what makes a healthy diet and name some foods for each group.
- List foods that can cause harm if eaten too frequently or in large quantities.
- List the problems that you may have if you have too much alcohol or use drugs. It may be possible to arrange for someone what has been addicted to talk to your group or a local police liaison officer may be able to bring some 'mock' drugs to demonstrate.

Participate in an Activity

- List why it is important to keep fit and list activities which help do this.
- Know how to take part in an individual and a group activity.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Learners could: • Use the internet to research ways in which to be healthy/healthier, bookmarking pages of interest..	Learners could: • Identify targets for development that relate to their own well-being in relation to healthy living. • Being Active is one of the Five Ways to Wellbeing, learners should be encouraged to increase levels of physical activity to help them feel better.

UNIT SPECIFICATIONS

Individual Rights and Responsibilities

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 2

Introduction

In this unit you will raise your awareness of your rights and responsibilities as an individual.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Recognise that they have rights and responsibilities as an individual	1.1 Identify an individual right which is relevant to them
	1.2 Identify a responsibility that they have for themselves
	1.3 Say who could help if they have problems with their rights or responsibilities

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Personal Rights and Responsibilities

- Find out what 'Personal Rights and Responsibilities' mean and give one example of each. Useful websites to locate information may include: [Rules, Rights and Responsibilities - BBC Bitesize](#)
- List things that show taking responsibility in a community – this could be obeying rules, picking up litter or looking after the environment
- Make a list of activities you could do to make a positive contribution to your community, this may include: Organising local events, social groups and gathering, providing your community with an online presence, fundraising, etc.
- List advice services that are available locally and who provides them. Useful websites to locate information may include: [Local councils and services - GOV.UK\(www.gov.uk\)](#) and [Citizens Advice](#)

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Sustainability
Learners could: Find out more about their rights and responsibilities online.	Learners could: - Discuss the ways that they can find help and describe how knowing what their rights are can bring a sense of confidence. - Connecting with others is one of the Five Ways to Well-being. Learners can work together to find out where to find help or discuss their problems.	Learners could: Suggest actions that demonstrates responsibility and positive action for their environment such as, recycling, buying less to reduce waste.

UNIT SPECIFICATIONS

Managing Own Money

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 2

Introduction

In this unit you will be introduced to the basic elements of managing your personal finances, encouraging you to prepare a personal budget and to carry out transactions capably.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Recognise their income and expenditure	1.1 Identify their weekly income
	1.2 Identify items they need to spend money on
	1.3 Prepare a simple personal weekly budget
2 Know how to carry out simple transactions	2.1 Demonstrate paying for an item
	2.2 Make simple calculations when paying for an item

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Income and Expenditure

- Name two different ways to have money paid to you on a regular basis.
- Discuss at home the types of things money has to be spent on each week or month and name two of them
- Know why a budget is necessary.
- Name things on a budget which are income.
- Name things that you must spend money on and those things which you would like to spend money on
- Name a problem that could happen if you are not in control of your money.
- Create a simple budget, this can be done on paper or using spreadsheet software to identify income and expected outgoing (this can be saved and amended dependent of varying outcome and changes to income)

Carrying out a Transaction

- Payment methods may include: using cash, debit/credit cards (via chip and pin or contactless payment), online purchases using debit/credit card or a third party payment method such as PayPal
- Calculate change in a range of situations, when using online payment methods this could be calculating remaining change from a total budget amount, for example a learner may have £40 to spend but items purchased a total of £26.70 the remaining amount left would be £13.30
- Think about times when you spend money and practice calculating the change.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: • Create spreadsheets for a simple budget which includes income and expenditure. • Pay for something online.	Learners could: • Discuss how feeling in control of their own money makes them feel better. • State how understanding money and knowing how to pay for items with coins and notes can bring a state of confidence and increased independence. • Use role play to interact with others in a group. Connecting with others is one of the Five Ways to Well-being, and exploring this can support positive feelings of well-being.

UNIT SPECIFICATIONS

Managing Social Relationships

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 2

Introduction

In this unit you will be encouraged to use appropriate behaviours when interacting with others in social situations.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Recognise how to interact with others in everyday and familiar situations	1.1 Take part in an exchange with a familiar person about an everyday topic
	1.2 Use appropriate behaviours during the exchange
	1.3 Ask and respond to questions appropriately
	1.4 Express opinions simply and show respect for those of the other person

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Interacting with Others

- Understand the meaning of 'body language', 'positive' and 'negative'.
- Identify positive and negative body language – this could be done by looking at photographs, role playing, video clips, or online tutorials.
- Find out what is meant by 'aggressive, passive and assertive behaviour' and then make a list of examples of these behaviours – you could role-play, watch a film or video clip or read newspaper articles for examples.
- Have a conversation and take turns to speak and listen.
- Methods of communication may include: verbal, face to face interactions or video calls
- Introduce yourself to a new person.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Learners could: • Consider how they can stay safe when communicating with someone online, and the differences between meeting someone new online or face to face for the first time.	Learners could: • Consider the links to the Five Ways to Well-being: Connect with friends and discuss a familiar topic, asking and answering questions. This can be very beneficial to positive mental health.

UNIT SPECIFICATIONS

Preparation for Work

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 2

Introduction

In this unit you will learn to look at your own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for a job application.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Recognise the skills and qualities needed for working life	1.1 Identify some personal skills and qualities which employees need
	1.2 Identify their own personal skills and qualities
2 Recognise personal career opportunities	2.1 Identify a suitable job role which interests them
	2.2 Provide key personal information needed to apply for such a job role

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Skills and Qualities

- Name a personal skill.
- List your achievements which will help you get a job.
- For a number of jobs list the skills and qualities necessary

Investigate Personal Career Opportunities

- List a number of jobs you would like to try.
- Research potential job roles, this could be through a visit to a job centre, searching an online job market such as, Monster, Indeed or TotalJobs, searching on professional social media sites such as LinkedIn or looking at company websites.
- Name a workplace or business that you would like to visit.
- Review job descriptions and the company's essential and desired qualities required to apply for the job role.
- Make a list of policies that you will find in the workplace to help you.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: • Use online search engines to look for jobs/learn about different career opportunities. • Think about the digital skills they need to work on when planning for a career and how to go about this. • Use digital skills to list key attributes required for a chosen career.	Learners could: • Discuss how 'Keep learning' is one of the Five Ways to Well-being, and that there are opportunities in the workplace to focus on learning new knowledge and skills and describe how it brings positivity to themselves. • Think about careers that may incorporate their skills and achievements. • Know that planning career goals promotes a positive feeling of well-being.	Learners could: • Carry out research into careers within the environmental/ sustainability sector, relating to relevant skills and interests they have or would like to develop.

UNIT SPECIFICATIONS

Working as Part of a Group

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 2

Introduction

In this unit you will learn to develop skills to become an active contributor when working with others on group activities and be able to review your own progress and skills development.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Demonstrate an awareness of how to work with others in appropriate ways	1.1 Participate in setting ground rules for working with others
	1.2 Relate basic information about the work to be carried out
	1.3 Identify their role in the group
2 Demonstrate working as part of a group	2.1 Carry out given tasks when working with others
	2.2 Ask for or offer help when required
	2.3 Identify what went well and what went less well

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Working with Others

- Take part in deciding what the task is going to be.
- How it is going to be achieved, and who is going to take each action
- A list of activities could be produced showing responsibilities, include health and safety.
- Confirm your understanding of the task and your role.

Work in a Group

- In a discussion set the ground rules and keep a record of them, this can be done via a face-to-face discussions and physical note taking or using a collaborative tools such as Teams to meet other participants, take electronic notes and plan work using the calendar functionality
- Undertake the actions of the task by working well with others, asking for help when necessary.
- Work in a safe manner
- Keep a record of how this worked and in what sort of ways you worked safely, this can be logged as a physical report or using digital or online solutions.
- Reflect on the activities and decide if the task has been completed.
- Record what went well or less well when working in the group
- Record what you have done to help everyone achieve the task.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Understand that building connections with others and working with a group can be very beneficial to positive mental health.
- Identify the feelings that they might relate to working with others both positive and negative.
- Benefit from knowing personal skills they might develop whilst working with others such as listening, taking turns, speaking with increased confidence, reading body language.

UNIT SPECIFICATIONS

Working Towards Goals

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 2

Introduction

In this unit you will learn to understand how to identify and work towards goals appropriately.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Demonstrate an awareness of the skills and qualities needed for success in work and life	1.1 Recognise their skills, qualities and interests
	1.2 Identify their strengths
	1.3 Say what they could improve
2 Demonstrate an awareness of how to identify goals	2.1 Identify some short-term goals they would like to work towards
	2.2 Agree a goal with an appropriate person
3 Follow steps to achieve a personal goal	3.1 Say who will support them to work towards the agreed goal
	3.2 Carry out given activities to work towards the agreed goal
	3.3 Identify what has been achieved

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Qualities

- List your skills and strengths that you know you have from the things you have done in the past.
- Explain how these help you in your life and work.
- Think about some areas where you need to improve and how you can improve them.

Identifying Goals

- Identify two things you would like to improve and your reasons for doing this.
- Provide evidence on how this decision was made – this could be notes made by either yourself or your tutor.
- Name a person who will be able to help you do this.

Working towards the Goal

- Outline each stage of action that will be taken to achieve the goal.
- Name the people and things that you will need to succeed.
- Set dates for each action to be completed.
- Keep a record of the plan.
- Using the plan complete each action.
- After completing each action think about whether you have achieved your target and identify what you have achieved

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: • Word process lists with their goals and what is needed to succeed. • Identify digital skills they may wish to develop.	Learners could: • Identify personal goals that relate to their own well-being, linking positive changes to increased performance. • Identify the Five Ways to Well-being focus on 'connection' and that spending time with others, talking about actions and next steps can help achieve their goal.

UNIT SPECIFICATIONS

Community Action

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

In this unit you will learn to participate in local community activities and understand the benefits of these activities for yourself and the community.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Demonstrate their knowledge of local community groups	1.1 Identify community groups in their local area and what they do
2 Demonstrate their participation in community activities	2.1 Participate in activities within a local community group
	2.2 Identify how these activities benefit others
	2.3 Identify a benefit for themselves from participating in the activities

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Knowledge of Local Community Groups

- Be able to describe the term 'community' in relation to personal experience.
- Recognise features of community such as language, dress, culture, belief, school, workplace. Different groups could be religious, youth, sport, friendships.
- Understand that communities can also be online, through gaming, social media following, blogs and sharing of content and information.
- Recognise features of community groups – such as interest, belief, dress, language and compare with other groups to find differences and similarities.

Participate in Community Activities

- Participating in activities can include; face to face meetings, attending a place of worship, playing sports, online gaming, writing and responding to online post with likeminded people etc.
- Learn how to contribute within your local community.
- List the activities of the groups – e.g., weekly meetings, trips and visits
- Find out the positive contributions the groups make to the community, fundraising (online and through selling raffle tickets, holding events), creating support groups etc.
- List the benefits to the group members – friendship, knowledge, shared interest.
- List activities someone could join with to help the community.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: • Use digital skills to find their community through social media and blogs. • Create their own community action support group online.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being, such as Connecting: spending time with community groups Give: giving time and energy to your community.	Learners could: • Identify groups and activities locally that are focussed on protecting the environment. • Engage in activities that support environmental/ sustainable causes and explain the benefits for the community.

UNIT SPECIFICATIONS

Developing Self

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

In this unit you will be introduced to ways in which you can reflect on your own personal development and how your personal skills, abilities and behaviours can be improved.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to identify areas for self-development	1.1 Describe a personal strength or ability
	1.2 Identify an area for self-development
	1.3 Describe a personal skill or behaviour they need to develop
2 Understand how to take responsibility for their own self development	2.1 Describe how they will develop their personal skill or behaviour
	2.2 Suggest a suitable target to work towards and agree it with an appropriate person
	2.3 Identify the support and resources needed to help them work towards the agreed target
	2.4 Work through activities to develop the agreed skill or behaviour
3 Demonstrate how they have developed personal skills	3.1 Review the progress they have made
	3.2 Review what went well and what did not go so well
	3.3 Make choices about how they will continue to develop their personal skills

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Identify Areas for Development

- Think about one thing that you are very good at and record how you made this decision.
- Find a way to show others how good you are at this – give a talk to a small group using photographs or pictures of the thing that you are good at.
- Think of something you would like to do better and record how you made this decision.
- Name the skills or abilities you will need to do this and know how they will help you achieve your goal.

Self Development

- Name something which is stopping you from achieving a goal and record how you made this decision.
- Identify the people or resources that can help you – teachers, friends, outside groups.
- After making the choice to consider whether this was successful and why, and record your decision.
- Think about how you can build on this progress in the future.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: • Word process lists detailing strengths and things to work on, creating an action plan. • Create PowerPoint or reports with images to demonstrate the things they are good at. • Identify digital skills they may wish to focus on and develop.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being, such as Connecting: spending time with others. Give: Giving time to others or causes/ volunteering.	Learners could: • Think about actions relating to environmental and sustainability habits that they can improve as part of positive self-developments.

UNIT SPECIFICATIONS

Dealing with Problems in Daily Life

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

In this unit you will learn the concept of problem solving and be helped to develop skills to enable you to tackle problems in your daily life.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to recognise a straightforward problem	1.1 Identify a straightforward problem that they can tackle 1.2 Share ideas on how to tackle the problem with an appropriate person
2 Tackle a problem	2.1 Identify a way to tackle the problem 2.2 Carry out activities to tackle the problem 2.3 Ask for appropriate advice
3 Carry out a review of their progress towards solving the problem	3.1 Review their progress in tackling the problem 3.2 Identify what went well and what did not go so well

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Recognise a Problem

- Know what the challenge or difficulty is and record it.
- Consider how the situation would differ once the problem has been removed.
- Share your ideas either through verbal updates, presentations, using collaborative tools such as Teams or any other appropriate communication methods.
- Explore possible solutions to the problem – e.g., talking, buying new equipment, watching online tutorials, finding information online, such as accessing forums, FAQ pages.

Tackle a Problem

- Identify the people to be consulted and actions that need to be completed to solve the problem.
- Make a plan of how you will deal with the problem, plans can be based on using online or digital solutions.
- Talk to other people about ways to deal with the problem, this can be by asking face to face questions or posting in forums or help sites.
- Name appropriate individuals who can help deal with the problem e.g., teachers, counsellors, family, friends.

Review Progress Towards Solving the Problem

- Consider if the problem has now been solved.
- If not, identify what action should now be taken to try again.
- Consider how the actions went, what would you do differently another time.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: • Use online tutorials/forums to find the answer to their problem. • Share ideas on how to solve the problem using a presentation application or online meeting space.	Learners could: • Identify the feelings that they might relate to a straightforward problem. • Consider ways to manage negative feelings that impact their well-being, such as talking to someone about any worries, relaxation and breathing exercises to manage feelings of anxiety. • Benefit from knowing personal skills they might develop to support problems experienced e.g., building confidence in talking to people, writing worries/concerns down before seeking assistance, taking notice and listening to advice. • Build connections with those around them to help solve the problem.

UNIT SPECIFICATIONS

Healthy Living

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

In this unit you will be introduced to ways in which you can contribute to a healthy lifestyle and be encouraged to demonstrate activities which will improve your lifestyle.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand what is needed to lead a healthy lifestyle	1.1 Describe what they can do to contribute to a healthy lifestyle 1.2 Choose appropriate activities that can make an improvement to their lifestyle
2 Demonstrate how they contribute to their own healthy lifestyle	2.1 Carry out activities to contribute to a healthy lifestyle 2.2 Describe how the activities have improved their lifestyle

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Leading a Healthy Lifestyle

- Describe activities that help keep us healthy and some that make us unhealthy.
- Name some activities which are done in a group.
- List why it is important to keep fit and list activities which help do this.
- List those activities which will improve your fitness levels.
- Know how to take part in an individual and a group activity.
- Carry out fun and healthy activities.
- List how these activities have improved your lifestyle.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Learners could: • Use the internet to research ways in which to be healthy/healthier, bookmarking pages of interest.	Learners could: • Identify targets for development that relate to their own well-being in relation to healthy living. • Being Active is one of the Five Ways to Well-being, learners should be encouraged to increase levels of physical activity to help them feel better.

UNIT SPECIFICATIONS

Individual Rights and Responsibilities

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

In this unit you will identify and be aware of your rights and responsibilities as an individual.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand that they have individual rights and responsibilities	1.1 Describe an individual right which is relevant to them
	1.2 Identify sources of support or information about rights and responsibilities
	1.3 Describe a responsibility that they have for themselves
	1.4 Describe a responsibility that they have to others

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Rights and Responsibilities

- Find out what the terms 'rights' and 'responsibilities' mean Useful websites to locate information may include: [Rules, Rights and Responsibilities - BBC Bitesize](#)
- List examples of your basic rights and responsibilities
- List laws that aim to protect your rights and those of groups Useful websites to locate information may include: [Your rights and legal support - GOV.UK \(www.gov.uk\)](#)
- Find out about your local council
- List services that are provided locally. Useful websites to locate information may include: [Local councils and services - GOV.UK \(www.gov.uk\)](#) and [Citizens Advice](#)
- List people who have jobs that help the community
- List how an individual can use their personal responsibility in a situation
- List a range of actions or activities that show you being responsible in the community

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Sustainability
Learners could: - Find out more about their rights and responsibilities online. - Collate the findings of their research and understanding using digital tools such as: PowerPoint, Word.	Learners could: - Discuss the ways that they can find help and describe how knowing what their rights are can bring a sense of confidence. - Connecting with others is one of the Five Ways to Well-being. Learners can work together to find out where to find help or discuss their problems.	Learners could: - Show responsibility within their community with environmental issues, such a litter picking, beach cleaning. - Giving advice about sustainability.

UNIT SPECIFICATIONS

Managing Own Money

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

In this unit you will be introduced to the basic elements of managing your own personal finances, encouraging you to prepare a personal budget and to carry out transactions capably.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to plan a personal budget	1.1 Identify their source(s) of income
	1.2 Identify their key items of expenditure
	1.3 Prepare a straightforward weekly budget plan
	1.4 Identify an appropriate way to save surplus money
2 Know how to carry out transactions	2.1 Identify two different ways of paying for items
	2.2 Demonstrate paying for an item
	2.3 Use appropriate calculations when paying for items

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Plan a Personal Budget

- Look at different ways to receive money – this could include benefits and wages.
- Discuss at home the types of things money has to be spent on each week or month and make a list.
- Understand what a budget is and how it is used to help manage money.
- Look at the list of household expenditure and list it in order of priority.
- Create a simple budget, this can be done on paper or using spreadsheet software to identify income and expected outgoing (this can be saved and amended dependent of varying outcome and changes to income)
- Find out about how to save money – this could be in spending wisely, bargain hunting or putting money away for the future, using online banking to 'honeypot money'.
- Think about problems that would happen if you spend more than your income

Carrying Out Transactions

- It is possible to use more than just money to pay for things.
- Payment methods may include: using cash, debit/credit cards (via chip and pin or contactless payment), online purchases using debit/credit card or a third party payment method such as PayPal
- Sometimes payment has to be posted to the supplier – consider how this would be done.
- Carry out a role-play with your tutor or the rest of the group where you pay for items.
- Calculate change – think about times when you spend money and practice calculating the change, when using online payment methods this could be calculating remaining change from a total budget amount, for example a learner may have £40 to spend but items purchased a total of £26.70 the remaining amount left would be £13.30

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: • create spreadsheets for a simple budget which includes income and expenditure. • Pay for something online. • Set up online banking via an app.	Learners could: • Discuss how feeling in control of their own money makes them feel. • Use role play to interact with others in a group. Connecting with others is one of the Five Ways to Well-being, and exploring this can support positive feelings of well-being.	Learners could: • Think about how actions such as reusing items or buying clothes from a charity shop, or second-hand online platforms e.g., Vinted, eBay are sustainable actions. • Consider how buying second hand links the issues of sustainability and personal budget planning, as second hand is usually lots cheaper.

UNIT SPECIFICATIONS

Managing Social Relationships

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

In this unit you will be encouraged to use appropriate behaviours when interacting with others in social situations.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to interact with others in familiar social situations	1.1 Identify situations in which they may need to interact with others 1.2 Identify positive behaviours which can be used when interacting with others
2 Demonstrate how to interact with others in familiar social situations	2.1 Take part in an exchange with one or more people about a topic in which they have an interest 2.2 Use appropriate positive behaviours when participating in the exchange 2.3 Make appropriate contributions 2.4 Express opinions and respect the views of others

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understanding How to Interact with Others

- In a group talk about situations where you might have to interact with other people
- Interactions can be delivered face to face, using collaborative tools such as Teams, Social Media and Instant messaging (where appropriate)
- Understand the meaning of 'body language', 'feedback', 'positive' and 'negative'.
- Find out about the terms 'constructive' and 'destructive' criticism and list examples.
- Find out what is meant by 'aggressive, passive and assertive behaviour' and then make a list of examples of these behaviours – you could role play, watch a film or video clips, online tutorials or read newspaper articles for examples.

Interacting with Others

- Demonstrate positive body language in different situations.
- Take opportunities to express your opinion.
- Allow others opportunities to express their opinion
- Positive behaviours when conducting online communications could include: using 'raise hand- facility to demonstrate you wish to contribute, following online etiquette by muting mics when others are speaking etc.
- Show your responsibility to others – e.g, punctuality, arriving prepared for work, attending meetings on time, having the correct equipment, access to internet and appropriate technology required to participate in online meetings.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: • Use online meeting rooms if face to face isn't an option. • Describe the correct social etiquette online and the consequences if it is not followed. • Identify how they would stay safe online when meeting people for the first time on social media, in chat rooms etc.	Learners could: • Consider these links to the Five Ways to Well-being: Connect with friends and discuss a familiar topic, asking and answering questions. This can be very beneficial to positive mental health. Take Notice by actively listening and observing others around them.

UNIT SPECIFICATIONS

Preparation for Work

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

In this unit you will be encouraged to look at your own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for a job application.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the skills and qualities needed for working life	1.1 Describe some personal skills and qualities which employees need
	1.2 Identify how their own skills and qualities compare with the skills and qualities employees need
	1.3 Identify areas for development
2 Investigate personal career opportunities	2.1 Find out about potential job roles which interest them
	2.2 Identify a suitable potential job role
	2.3 Prepare key personal information needed to apply for the job role

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Skills and Qualities

- Talk in a group about the kind of skills employers need from their employees so that they can work effectively.
- List your personal skills and achievements which will help you get a job.
- Identify an area where you could improve your skills and ways which you could do this.

Investigate Personal Career Opportunities

- List a number of jobs you would like to try.
- Research potential job roles, this could be through a visit to a job centre, searching an online job market such as, Monster, Indeed or TotalJobs, searching on professional social media sites such as LinkedIn or looking at company websites.
- Consider your personal skills and achievements to see how they would help you get a job.
- Review job descriptions and the company's essential and desired qualities required to apply for the job role.
- Fill in an application form or draft a basic CV this can be done using online templates or completing online applications which are submitted directly to the employer. Many word processing applications have templates with exemplar information to demonstrate appropriate content.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: • Use online search engines to look for jobs/learn about different career opportunities. • Think about the digital skills they need to work on when planning for a career and how to go about this. • Use digital skills to list key attributes required for chosen career. • Fill in an application form, create a CV or covering letter using word processing skills.	Learners could: • Look into careers that may incorporate their skills and achievements. • Know that planning career goals promotes a feeling of well-being. Consider the Five ways to Well-being focus: Keep Learning - to help plan and develop in their career.	Learners could: • Research into careers within the environmental/sustainability sector. • Look at the specific 'green skills' that jobs in this field require by looking at job adverts.

UNIT SPECIFICATIONS

Working as Part of a Group

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

In this unit you will develop skills to become an active contributor when working with others on group activities and be able to review your own progress and skills development.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know how to work with others in appropriate ways	1.1 Contribute to setting ground rules for working with others 1.2 Make suggestions about the role they should play in the group
2 Play an active role in working as part of a group	2.1 Carry out agreed activities when working with others on a group task 2.2 Make suggestions and receive feedback appropriately 2.3 Ask for or offer help when required
3 Review their role in the group	3.1 Review their work with others 3.2 Identify how they contributed to the group 3.3 Identify what went well and areas they could improve in working with others

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Work with Others

- Take part in deciding what the task is going to be.
- How it is going to be achieved, and who is going to take each action.
- A written plan could be produced of the task and responsibilities including health and safety.
- Confirm your understanding of the task and your role.
- In a discussion set the ground rules and keep a record of them

Play an Active Role in a Group

- Ensure everyone has taken part in the discussion and respond positively to other people's ideas
- Undertake the actions of the task by working well with others, keeping to the ground rules, and asking for help if necessary
- Offer help to others if they need it
- Work in a safe manner
- Keep a record of how this worked and in what sort of ways you worked safely.

Reviewing What you Have Done

- During the task check progress with other group members
- Reflect on the activities and decide if the task has been completed.
- Record what went well or less well when working in the group
- Decide what could be done differently next time to improve your result.
- Record what you have done to help everyone achieve the task

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Understand that in the Five ways to Well-being: Connecting and working with a group can be very beneficial to positive mental health. • Identify the feelings that they might relate to working with others both positive and negative. • Benefit from knowing personal skills they might develop working with others.

UNIT SPECIFICATIONS

Working Towards Goals

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

In this unit you will learn to understand how to identify and work towards goals appropriately.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Identify goals	1.1 State their strengths and what they need to improve
	1.2 Identify an appropriate short-term goal to work towards
	1.3 Agree the goal with an appropriate person
2 Plan how to meet their agreed goal	2.1 Identify what needs to be done to work towards the goal
	2.2 Identify sources of support to help achieve their goal
	2.3 Say what the deadlines are for achieving the goal
3 Follow a plan to achieve an agreed goal	3.1 Carry out activities to achieve the goal
	3.2 Review their progress towards achieving the goal
	3.3 Identify whether the goal has been achieved

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Identifying Goals

- Identify an area for improvement and reasons for needing to improve.
- Provide evidence on how this decision was made.
- Outline each stage of action that will be taken to achieve the goal.
- Agree the goal with your tutor.

Planning to Meet a Goal

- Set deadlines for each action.
- Keep a written record of the plan.
- Name the people and resources that you will need to achieve each action and arrange for this help.
- Set a deadline for achieving your goal.

Achieving your Goal

- Complete each action as set out in your plan and comment on the outcomes.
- After each action think about how it has been completed
- Consider what could have been done differently and what you may do differently if you repeated the action.
- Have you achieved your goal?
- Identify any appropriate further actions that may be necessary to achieve the goal

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could • Word process lists with their goals and identify what is needed to succeed. • Identify digital skills they may wish to develop.	Learners could: • Identify personal goals that relate to their own well-being, linking positive changes to increased performance. • Identify how building connections and spending time with others discussing goals and progress can help them to succeed. • Describe the positive feelings of well-being if the goal has been achieved.

UNIT SPECIFICATIONS

Personal Advancement

Credit Value of Unit: 4

GLH of Unit: 40

Level of Unit: Entry 3

Introduction

In this unit you will explore your preferred learning style, identify your own attitudes, values and belief systems and reflect on your personal achievements. You will look at how to manage change in your own performance and explore personal responsibility in relation to advancement in training or employment.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Demonstrate an understanding of learning preferences and how they best support the learning needs of the individual	1.1 List four learning styles
	1.2 Identify own preferred learning style with help
	1.3 Identify own learning needs with help
2 Demonstrate an understanding and awareness of values, attitudes and belief systems and their potential effect on an individual's self-development and achievement of personal success	2.1 Identify from suggested examples own values, attitudes and beliefs
	2.2 Identify from suggested examples, influences on values, attitudes and belief systems
	2.3 List personal achievements and identify influences on these of personal values, attitudes and beliefs
3 Design an activity which requires group participation including goal setting and visualisation activities	3.1 Identify an activity requiring group participation
	3.2 List roles and activities to be taken on by the group
	3.3 List goals set for the group
	3.4 Take part in a visualisation exercise in relation to the group activity
4 Describe and demonstrate an understanding and knowledge of how to manage change in individual performance and goals	4.1 Identify a potential change in individual performance
	4.2 Describe feelings about the change
	4.3 Identify 'positive affirmations' that will help to make the change
5 Demonstrate an understanding of personal responsibility as it applies to their future development and achieving employment	5.1 Identify main life areas where they have personal responsibilities
	5.2 Identify potential employment opportunities
	5.3 List changes in lifestyle that might result from employment
	5.4 Identify personal qualities and abilities that could be used at employment interviews
	5.5 Obtain and complete an application form for education, training or employment

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Learning Needs and Preferences

- Learning styles questionnaire; description/explanations of different learning styles, online quizzes/questionnaires. Useful websites may include: [VAK Learning Styles Questionnaire | HFE \(PDF\)](#) [Kolb's Learning Style Questionnaire | Imen Menasria - Academia.edu](#)
- How learning styles can be accommodated
- Learning needs
- How to meet learning needs

Values, Attitudes and Beliefs

- Examples of values, attitudes and beliefs and how they arise
- Influences (social, family, experience, online interactions, social media and other online content etc)
- Relation of achievements to beliefs i.e. what you consider to be an achievement,
- Why you thought achievement was important

Group Activities

- How to work in a group
- Activities that may require participating may include: Sports and games (both in person and online), discussions, working on tasks and projects
- Setting goals for groups
- Idea of different roles
- Method of visualisation
- Use of visualisation

Managing Change

- Changes/improvements in performance
- Importance of making changes
- How negative feelings can affect the success of the change
- Using positive affirmation in relation to change

Personal Responsibility

- Personal responsibilities including family, social, work
- Taking responsibility
- Changes that employment may bring e.g. less personal time, more money, shift work, part-time work etc.
- Job opportunities can be research through visiting a job centre and local employers, conducting an search on online job markets such as Indeed, Monster and TotalJobs, professional social media such as LinkedIn or by visiting a company's website directly
- Managing changes in lifestyle
- Interviews (format, content, behaviour)
- How to source and complete application forms this can be done by completing a paper based application and returning to an employer or by completing an online application which can be submitted directly to the employer

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: • Complete online questionnaires to find out/learn more about learning styles. • Create lists using a word processor. • Identify specific digital skills that they could improve further. It could include gaining or expanding knowledge and skills in areas of word processing, spreadsheets, emailing, digital photo editing. • Learners might use a range of online tutorial videos that encourage development of digital skills e.g. YouTube. • Research and look for job opportunities online. • Create a CV and covering letter with a word processing application or apply for a job online.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being e.g. Connecting: spending time with friends and family, or gaining confidence to build new connections with new people Being Active: making changes to increase levels of physical activity. Give: giving time and energy to others, such as volunteering or supporting a friend. • Understand how managing change can help with feelings of well-being.	Learners could: • Consider this as an area to improve their own understanding as there is a growing emphasis placed on sustainability and the impacts our personal choices have on our environment. It is seen as an opportunity to change our habits. • Think about personal targets that could support access to potential career pathways green skills sector. • Develop a group activity that can work on sustainability.

UNIT SPECIFICATIONS

Study Skills

Credit Value of Unit: 2

GLH of Unit: 10

Level of Unit: Entry 3

Introduction

In this unit you will develop the study skills required to achieve a vocational qualification. You will look at portfolio building, how to research and complete assignments and at how you can take responsibility for your own learning.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to take responsibility for their own learning	1.1 Plan towards learning objectives with appropriate support
	1.2 Record achievements and areas for further development
	1.3 Request appropriate help from others
2 Know how to build a portfolio	2.1 Select suitable evidence to support assessment with tutor help
	2.2 Organise evidence within portfolio to a given structure
	2.3 Meet given timescales and deadlines for evidence collection and portfolio building
3 Carry out research and organise information collected	3.1 Use given sources of research information
	3.2 Identify and record key points
	3.3 Organise information collected
4 Complete assignments to meet given criteria	4.1 Identify tasks within a given assignment
	4.2 Complete assignments in given format and to meet criteria

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Responsibility for Own Learning

- Understanding learning objectives
- Action planning, this can be done as a paper-based plan (bullet pointed list, flow chart or mind map etc.) or using digital applications such as spreadsheets or online/collaborative tools such as Padlet, Teams, Trello and GoogleDocs
- Recording achievements and development
- Using feedback
- Sources of help (tutor, manager, colleagues etc.) Help can also be sourced online through accessing forums, FAQ pages, online tutorials and information pages
- When to request help
- Importance of seeking help

Portfolio Building

- Types of evidence (records of observation, witness testimony, reflective accounts, work products, simulation, question and answer sessions, presentations, video clips etc, screenshots of onscreen evidence.)
- Suitability of evidence in relation to role and assessment criteria
- Sufficiency of evidence to meet assessment criteria.
- Further opportunities to evidence competence
- Organisation of portfolio (referencing, indexing, contents page and sections titles and headers etc.) including organisation of an e-portfolio (considering platform and applications used)
- Time management
- Importance of meeting deadlines and timescales
- Implications of failing to meet deadlines and timescales; impact on future deadlines.

Research and Information

- Sources of information (tutors, books, ~~world-wide-web~~, journals, newspapers, blogs, forums, video tutorials, FAQ pages and information sites)
- Reading for understanding; skimming; identifying key points from reading or audio information
- Organising and using notes

Completing Assignments

- Break assignment into defined tasks
- Different assignment requirements (presentations; written assignments; tests; answering questions orally and in writing; discussions)
- Format of assignment e.g., report
- Checking and correcting own work

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: • Identify existing digital skills that would be beneficial to them in study. • Discuss digital skills/tools that they could develop in the future to support them in study. • Use word processing applications to complete assignments. • Research valid sources using the internet. • Create an action plan using digital skills.	Learners could: • Explore the concepts from the Five Ways to Well-being e.g. Connecting: spending time with others, to discuss how study and responsibility for own learning brings positive feelings of well-being. Keep learning: continuing to develop new skills helps to build confidence and a sense of purpose.

UNIT SPECIFICATIONS

Equality and Diversity

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Introduction

In this unit you will learn to understand key aspects of equality and diversity.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand some aspects of equality and diversity	1.1 Identify key features of equality
	1.2 Identify key features of diversity
2 Understand fair and unfair treatment	2.1 Identify examples of fair treatment
	2.2 Identify examples of unfair treatment
	2.3 Identify examples of discrimination
	2.4 Identify examples of prejudice
	2.5 Identify examples of stereotyping
	2.6 Gives examples of ways to challenge unfair treatment
3 Recognise diversity within communities	3.1 Identify diverse groups in local communities
	3.2 Identify common needs of diverse groups

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understand Aspects of Equality

- Be able to identify the key features of equality in given area e.g., Whilst at work, in learning, for housing, for health & social care
- Look at equal access to opportunity, premises, treatment.
- Be able to identify the key features of diversity including: race, religion, gender, age

Understand Fair and Unfair Treatment

- Give an example of fair treatment within given situations.
- Give an example of unfair treatment within given situations and discuss/describe how this can be dealt with: e.g. education, work, pay rise, promotion, beliefs, age, disabilities etc.
- Give a definition of stereotyping and give an example of this within society.

Recognise the Diversity of Communities

- Be able to identify the different groups that form communities including: religious, age, local, interest, schools
- Be able to identify the common needs across two of these groups e.g., transport, building, beliefs, friendship, skills, physical and emotional needs

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could

- Develop opportunities to explore some of the concepts from the Five Ways to Well-being
- Connecting:** identify with different communities, taking time to get to know individuals from diverse backgrounds and learning about different cultures, cuisines and community activities.
- Give:** supporting those who are being unfairly treated.

UNIT SPECIFICATIONS

Health and Safety Awareness

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 Health and Safety procedures	1.1 State who they should tell in the event of an accident
	1.2 Give an example of an emergency
	1.3 State one thing they should do if an emergency happens
	1.4 Identify simple safety signs
2 Observe safe working practices	2.1 Follow specific instructions concerning health and safety practice in relation to a given task

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Learners need to be able to state:

- Who they need to inform in the event of an accident. This will depend on the learning situation and could be: Teacher, Tutor, Assessor, First Aider, Supervisor, or any other responsible adult within the learning / work environment.

Learners need to be able to give an example of an emergency and one thing they should do if this happens. This will depend on the learning / work situation but will need to be realistic within this context.

Emergency:

- Cuts
- Slips / Trips
- Burns

Contexts:

- Bricklaying
- Plumbing
- Carpentry
- Healthy Living (cooking)
- Horticulture
- Hair and Beauty
- Sports
- Art & Craft

Learners need to be able to identify simple safety signs that are in common use within the learning / work environment. For example:

- Fire Exit
- First Aid
- Hazardous Substance
- Danger

The learner needs to be able to demonstrate that they wear the appropriate safety clothing and can use appropriate safety equipment for a given task.

Examples

Clothing / equipment:

- Aprons
- Goggles
- Gloves
- Hats
- Shoes
- Knives
- Scissors

Tasks:

- Horticulture
- Hair & Beauty
- Bricklaying
- Plumbing
- Carpentry
- Cookery
- Arts & Crafts
- Sports

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Identify the relationship between health and safety in the workplace and overall well-being in the workplace. A working environment that follows health and safety standards and has designated people to contact for issues or concerns can help people feel productive/supported.
- Think about health and safety guidance which impacts their own personal health and well-being e.g. tidy workspace, clean facilities etc.

UNIT SPECIFICATIONS

Community Action

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Introduction

In this unit you will be encouraged to participate in local community activities and understand the benefits of these activities for yourself and the community.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Demonstrate an understanding of the role that community groups play	1.1 Describe two different community groups and their activities
	1.2 State why these groups are important for the community
2 Demonstrate their involvement in community activities	2.1 Contribute to activities within the community
	2.2 Explain how the activities benefit themselves and the community
	2.3 With others plan further activities to continue/maintain benefits to the community

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understanding Community Groups

- Be able to describe the term community and be able to recognise features of a community.
- Know the needs of differing groups.
- Make a list of different types of community groups this could include online communities such as social media groups and online gaming communities.
- Groups such as shared interest, belief, dress, language and compare with other groups to find differences and similarities.
- Identify the ways community groups can benefit by taking responsibility for activities – e.g. weekly meetings, trips, visits, organising fundraisers, virtual meets, gaming leagues and sharing content and information on a regular basis
- Find out the positive contributions the groups make to the community.

Community Involvement

- Describe a time when you have actively participated in a local community group.
- Participate in a community activity with other members of your class this can be as a face-to-face activity or as part of an online activity.
- List the benefits to the group members – friendship, knowledge, shared interest, development and refinement of skills.
- List the benefits to the group of individuals' involved in activities
- Suggest various activities that would help more than one community group.
- List things that may prevent you from participating in these activities and then find ways to overcome these difficulties this could include accessibility issues, locations of activities, and not having the appropriate equipment (sporting equipment, gaming console, internet connection etc.)

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: • Use digital skills to find their community through social media and blogs. • Create their own support group online.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being, such as: Connecting: spending time with community groups. Give: giving time and energy to your community.	Learners could: • Identify groups and activities locally that are focussed on protecting the environment. • Engage in activities that support environmental/sustainable causes and explain the benefits for the community.

UNIT SPECIFICATIONS

Developing Self

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Introduction

In this unit you will be introduced to ways in which you can reflect on your own personal development and how your personal skills, abilities and behaviours can be improved.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Take an active role in their self-development	1.1 Describe personal strengths or abilities
	1.2 Select an area for self-development
	1.3 Explain why this area is important for their self-development
2 Plan for their self-development	2.1 Prepare a plan for their identified area of self-development
	2.2 List activities, targets and timelines for their self-development
	2.3 Plan how to review progress towards achieving their targets
	2.4 Work through the agreed plan
3 Review their self-development and plan for the future	3.1 Review their self-development plan
	3.2 Suggest improvements and amendments to the plan
	3.3 Explain how they will continue with their self-development in the future

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Take an Active Role in Self Development

- List the things about yourself which are considered to be strengths, skills, qualities and abilities and state where these would be applied in everyday life.
- Show and record how you have used these attributes on two or more occasions.
- List three things which will make you want to improve your skills and abilities.
- List something you think is a weakness and state why this should be changed.
- State how this change could be made.

Plan Self Development

- Name something which you want to improve and create an action plan with targets.
- Plans can be collated as a paper-based documentation or created using digital or online solutions such as spreadsheets, collaborative tools (Padlet, Trello, Teams etc)
- Follow the plan with regular reviews. Use calendars or reminders to ensure reviews take place regularly and update documentation/ digital documentation accordingly.
- Keep a record of your progress.

Review your Self Development Plan

- Reflect on your development plan and identify what was successful and what did not work and would need to be changed another time.
- Think about how you might continue to develop yourself in the future.
- Record your thoughts.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could • Word process lists detailing strengths and things to work on, creating an action plan. • Create PowerPoint or report with images to demonstrate the things they are good at. • Identify digital skills they may wish to focus on and develop.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being, such as Connecting: spending time with others. Give: Giving time to others or causes/ volunteering.	Learners could: • Think about actions relating to environmental and sustainability habits that they can improve as part of positive self-developments.

Dealing with Problems in Daily Life

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Introduction

In this unit you will be introduced to the concept of problem solving and be helped to develop skills to enable you to tackle problems in your daily life.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know how to recognise a straightforward problem and identify ways to tackle it	1.1 Describe a straightforward problem and describe its effects
	1.2 Suggest ways in which they might tackle the problem
	1.3 Select a way to tackle the problem and agree it with an appropriate person
2 Plan and carry out activities to tackle a problem	2.1 Plan the activities needed to tackle the problem
	2.2 Identify resources to help tackle the problem
	2.3 Carry out planned activities
3 Carry out a review of their methods and the skills they used in tackling the problem	3.1 Review the approach used to tackle the problem
	3.2 Describe what went well and what did not go so well
	3.3 Identify whether the problem has been solved

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Recognising a Problem

- Know what the challenge or difficulty is and why it has happened.
- Record your thoughts using an appropriate method (paper documents, collaborative tools (Padlet, Trello, Teams), voice notes.
- Explore possible solutions to the problem – e.g., talking, buying new equipment, watching online tutorials, finding information online, such as accessing forums, FAQ pages.
- List different ways that you could try to overcome the difficulty.
- Choose one of these ways and decide how you will know when the problem has been dealt with

Planning to Solve a Problem

- Share with other people about ways to deal with the problem using suitable methods such as: verbal updates, presentations, using collaborative tools such as Teams or any other appropriate communication methods.
- Identify the people and actions that need to be completed to remove the problem.
- Make a plan of how you and others may deal with the problem. Plans can be based on using online or digital solutions.
- Follow the plan and record the stages you take and identify resources that have helped you achieve each stage.
- Talk with others and decide if your action is solving the problem.

Reviewing how you Solved the Problem

- Reflect and review the actions that you took to solve the problem and state alternative actions which may have been used to resolve your problem.
- State what you would do differently another time
- Consider if the problem has now been solved.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: • Use online tutorials/forums to find the answer to their problem. • Share ideas on how to solve the problem using a presentation application or online meeting space. • Create a digital action plan.	Learners could: • Identify the feelings that they might relate to solving a problem. • Consider ways to manage negative feelings that impact their well-being, such as talking to someone about any worries, relaxation and breathing exercises to manage feelings of anxiety. • Benefit from knowing personal skills they might develop to support problems experienced e.g., building confidence in talking to people, writing worries/concerns down before seeking assistance, taking notice and listening to advice. • Build connections with those around them to help solve the problem. • Discuss what went well and what did not go as well and the feelings around this.

UNIT SPECIFICATIONS

Healthy Living

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Introduction

In this unit you will be introduced to ways in which you can contribute to a healthy lifestyle and be encouraged to demonstrate activities which will improve your own lifestyle.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the importance of leading a healthy lifestyle	1.1 Describe the key elements of a healthy lifestyle 1.2 Explain why a healthy lifestyle is important
2 Demonstrate how they contribute to their own healthy lifestyle	2.1 Select and carry out activities which contribute to a healthy lifestyle
3 Review the activities undertaken to maintain a healthy lifestyle	3.1 Carry out a review of their activities
	3.2 Describe what went well and areas for improvement
	3.3 Describe how the activities have improved their lifestyle
	3.4 Suggest further activities which could contribute to a healthy lifestyle

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Leading a Healthy Lifestyle

- Describe activities that help keep us healthy and some that make us unhealthy.
- Name some activities which are done in a group.
- List why it is important to keep fit and list activities which help do this.
- Also list those activities which will improve your fitness levels.
- Know how to take part in an individual and a group activity.
- Carry out fun and healthy activities.

Review your Activities

- Reflect on your activities and identify what has worked well and what was less successful and would need to be changed another time.
- Explain how the activities improved your health.
- Think about how you might continue to live healthily in the future.
- Record your thoughts.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: • Research ways in which to be healthy/healthier online. • Record thoughts after reviewing an activity using digital tools (e.g., word processing, excel, notes, voice recorder, video, PowerPoint).	Learners could: • Identify targets for development that relate to their own well-being in relation to healthy living. • Being Active is one of the Five Ways to Well-being, learners could identify ways to increase levels of physical activity to help them feel better.

UNIT SPECIFICATIONS

Individual Rights and Responsibilities

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Level 1

Introduction

In this unit is you will identify and be aware of rights and responsibilities as an individual.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand their individual rights	1.1 Give examples of their rights as an individual
	1.2 Give examples of barriers which may prevent the exercise of their rights
	1.3 Identify sources of support and information about rights and responsibilities and describe how these could help
2 Understand their individual responsibilities	2.1 Identify their responsibilities to themselves
	2.2 State their responsibilities to others
	2.3 Demonstrate how they take responsibility for themselves

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Personal Rights

- Find out what the term 'right' means.
- List examples of your basic rights
- List how an individual can use their personal rights in the community.
- List examples of barriers that might prevent you from exercising your rights.
- Find out about the Government and local council and the support services they provide.
- List services that the Government is responsible for providing.
- List services that the local council is responsible for providing.
- List who is responsible for helping with a range of community problems

Personal Responsibilities

- Find out what the term 'responsibility' means.
- List examples of your basic responsibilities
- List a range of actions or activities that show you being responsible in the community.
- List how a person can take personal responsibility.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: Find out more about their rights and responsibilities online.	Learners could: - Discuss the ways that they can find help, and describe how knowing what their rights are, can bring a sense of confidence. - Connecting with others is one of the Five Ways to Well-being. Learners can work together to find out where to find help or discuss their problems	Learners could: - Show responsibility within their community with environmental issues, such as litter picking, beach cleaning. - Talk with others and give advice about sustainability and positive actions to support sustainability.

UNIT SPECIFICATIONS

Managing Own Money

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Introduction

In this unit you will be introduced to the basic elements of managing your personal finances, encouraging you to prepare a personal budget and to carry out transactions capably.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to plan a personal budget	1.1 Prepare a personal budget plan which includes key information on income and expenditure 1.2 Use appropriate calculations when preparing the budget plan
2 Understand how to manage their personal finances	2.1 Identify relevant financial organisations which can provide information on current accounts, savings and loans 2.2 Identify an account to suit their purpose and say why it is appropriate
3 Know how to carry out transactions	3.1 Identify a range of ways in which purchases can be paid for 3.2 Carry out two different types of transaction 3.3 Use appropriate calculations and checking procedures during transactions

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Personal Budget

- List a range of income and expenditure.
- Find a way of recording income and expenditure this can be done as a paper-based documents or completed using digital solutions such as spreadsheet applications.
- List household expenditure items in order of priority
- Record your 'disposable income', this is the total of your income minus your expenditure.
- Find out about and list ways to save money.
- Create a simple budget, this can be done on paper or using spreadsheet software to identify income and expected outgoing (this can be saved and amended dependent of varying outcome and changes to income
- Check calculation are correct.
- Think about problems that would happen if you spend more than your income

Personal Finance

- List sources of information and advice on personal finances such as information websites, online budget calculators, local services that can be access both online and in person, your bank or building society or financial charity such as StepChange
- Examine a range of literature on financial products and select the services that are most appropriate to your needs.

Different Ways to Pay

- List different ways to pay for goods and services.
- Payment methods may include: using cash, debit/credit cards (via chip and pin or contactless payment), online purchases using debit/credit card or a third party payment method such as PayPal
- Provide an example of a time when each method can be used.
- List the key types of information required to pay for things by post or electronically.
- Find out about credit and debit cards.
- List the advantages and disadvantages of using each.
- Identify ways that you can carry out transactions using cards and cash

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Sustainability
Learners could: • create spreadsheets for a simple budget which includes income and expenditure. • Pay for something online. • Set up online banking via an app.	Learners could: • Discuss how feeling in control of their own money makes them feel. • Use role play to interact with others in a group. Connecting with others is one of the Five Ways to Well-being, and exploring this can support positive feelings of well-being	Learners could: • Think about how actions such as reusing items or buying clothes from a charity shop, or second-hand online platforms e.g. Vinted, eBay are sustainable actions. • Consider how buying second hand links the issues of sustainability and personal budget planning, as second hand is usually lots cheaper.

UNIT SPECIFICATIONS

Managing Social Relationships

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Introduction

In this unit you will be encouraged to use appropriate behaviours when interacting with others in social situations.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to interact with others in a range of social situations	1.1 Identify at least two social situations in which they may need to interact with others
	1.2 Identify positive behaviours which can be used when interacting with others
	1.3 Explain why it is important to use positive behaviours when interacting with others
2 Demonstrate how to interact with others in a range of social situations	2.1 Take an active role in exchanges on different topics, with one or more people
	2.2 Use a range of appropriate behaviours when participating in the exchanges
	2.3 Use appropriate formal and informal communication techniques

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understand How to Interact with Others

- List social situations where you interact with others.
- Interactions can be delivered face to face, using collaborative tools such as Teams, Social Media and Instant messaging (where appropriate)
- Find out what is meant by 'positive behaviour' and then make a list of examples – you could role play, watch a film or video clips, online tutorials or read newspaper articles for examples.
- Understand the meaning of 'body language', 'feedback', 'positive' and 'negative'.
- List examples of each
- Demonstrate positive body language in different situations this includes when using video calling/ collaborative software.

Demonstrate How to Act with Others

- Take part in opportunities to express your opinion in a range of social situations.
- List your responsibilities in different social situations.
- Appropriate behaviours when conducting online communications could include: using 'raise hand'-facility to demonstrate you wish to contribute, following online etiquette by muting mics when others are speaking etc.
- Appropriate behaviours when during face-to-face communication could include: allowing others to speak, not interrupting, using positive body language to show engagement
- Over time show by your behaviour your ability to recognise other people's right to participate in a range of social situations
- Show your responsibility to others in different situations – e.g., punctuality, arriving prepared for work, attending meetings on time, having the correct equipment, access to internet and appropriate technology required to participate in online meetings
- Recognise when it is appropriate to adopt a formal or an informal approach

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: • Use online meeting rooms if face to face isn't an option. • Describe the correct social etiquette online and the consequences if it is not followed. • Identify how they would stay safe online when meeting people for the first time on social media, in chat rooms etc.	Learners could: • Consider these links to the Five Ways to Well-being: Connect with friends and discuss a familiar topic, asking and answering questions. This can be very beneficial to positive mental health. Take Notice by actively listening and observing others around them.

UNIT SPECIFICATIONS

Preparation for Work

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

In this unit you will be encouraged to look at your own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for a job application.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how own skills and qualities relate to those needed for working life	1.1 Describe personal and employability skills and qualities which employees need
	1.2 Describe their own skills, qualities and achievements
	1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace
	1.4 Suggest areas for improvement
2 Research personal career opportunities	2.1 Find out about a range of potential job roles which interest them
	2.2 Match their skills, qualities and achievements to a potential job role
	2.3 Identify and prepare key information needed for an application or interview

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Skills and Qualities

- List skills and qualities that are needed by most employers.
- List your personal skills, attributes and achievements.
- Explain how these would help you in the workplace.
- Identify gaps in your experience and think about ways you could develop skills in these areas.

Investigate Personal Career Opportunities

- List a number of jobs you would like to try.
- Research potential job roles, this could be through a visit to a job centre, searching an online job market such as, Monster, Indeed or TotalJobs, searching on professional social media sites such as LinkedIn or looking at company websites.
- Consider your personal skills and achievements to see how they would help you get a job.
- Consider what challenges you may have to overcome to get a job.
- Make a list of policies that you will find in the workplace to help you.
- Complete a job application form or draft a CV using online templates or completing online applications which are submitted directly to the employer.
- Make a list to show how you would prepare for an interview – this could include checking transport arrangements, thinking what questions may be asked, making sure your clothes are ready, ensuring that you have the appropriate equipment (CV, laptop, Portfolio of evidence, any items, presentations that an employer has asked for, a reliable internet connection and software if an interview is being held online)
- Have a mock interview.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: • Use online search engines to look for jobs/learn about different career opportunities. • Think about the digital skills they need to work on when planning for a career and how to go about this. • Use digital skills to list key attributes required for chosen career. • Fill in an application form, create a CV or covering letter using word processing skills.	Learners could: • Consider the Five ways to Well-being priority: Keep Learning - to help plan and develop in their career. Connecting: Connect with others whilst engaging in role play when having a mock interview. • Look into careers that may incorporate their skills and achievements. • Know that planning career goals promotes a feeling of well-being.	Learners could: • Research careers within the environmental/ sustainability sector. • Look at the specific 'green skills' that jobs in this field require by looking at job adverts.

UNIT SPECIFICATIONS

Working as Part of a Group

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Introduction

In this unit you will be introduced to and develop skills to become an active contributor when working with others on group activities and be able to review your own progress and skills development.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to contribute to working as part of a group in appropriate ways	1.1 Suggest appropriate ground rules for working with others 1.2 Contribute to the planning of group and individual activities
2 Demonstrate how to work as an effective group member	2.1 Work with others in a positive way to carry out individual and group activities 2.2 Make suggestions appropriately 2.3 Deal with instructions appropriately 2.4 Deal with feedback appropriately 2.5 Support others and ask for support when required
3 Review the group's progress and their contribution to it	3.1 Review the progress the group has made in working together 3.2 Describe how they contributed to the work of the group 3.3 Describe what went well and what went less well 3.4 Suggest how they could improve their skills in working with others

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Understand How to Work in a Group

- Take part in deciding what the task is going to be.
- How it is going to be achieved, and who is going to take each action
- Demonstrate your understanding of the goal by re-phrasing it to another person.
- List the stages necessary to complete the task and agree the most effective way of working. A detailed plan could be produced of the task and responsibilities, including health and safety considerations.

Demonstrate Working with Others

- In a group discuss a set of ground rules and keep a record of them this can be done via a face-to-face discussions and physical note taking or using a collaborative tools such as Teams to meet other participants, take electronic notes and plan work using the calendar functionality
- The group should produce an action plan showing what each person is going to be doing and who they will be working with to achieve the task this can be logged as a physical plan or using digital or online solutions such as spreadsheets or collaborative tools such as Padlet, Trello and Teams
- Take notes of the discussion and make sure everyone is clear on each point (if meetings are held online they may be recorded to evidence discussions)
- Give constructive criticism in an appropriate manner.
- Carry out the agreed actions and work well with others, keeping to the ground rules.
- Receive well and use any constructive criticism given to you to improve your performance.
- Complete all the agreed actions.
- Keep a record of how this worked and what sort of ways you worked safely this can be logged as a physical record or using digital or online solutions such as spreadsheets or collaborative tools such as Padlet, Trello and Teams

Review your Group Work

- During the task check progress with the group and if necessary, revise the action plan,
- Reflect on the activities and decide if the task has been completed.
- Record what went well or less well when working in the group
- Decide what could be done differently next time to improve your result.
- Record how you have worked as a group to achieve the task.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Learners could: • Make notes on a tablet or laptop. Use tools including: word processing, notes, PowerPoint.	Learners could: • Understand that building connections and working with a group can be very beneficial to positive mental health. • Identify the feelings that they might relate to working with others both positive and negative. • Benefit from knowing personal skills they might develop working with others such as listening, responding to questions, speaking with confidence, reading body language.

UNIT SPECIFICATIONS

Working Towards Goals

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Introduction

In this unit you will learn to understand how to identify and work towards goals appropriately.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Identify and explain their goals	1.1 Describe own strengths and what they need to improve
	1.2 Identify at least one goal which is important for their development
	1.3 Explain why achieving this goal is important
	1.4 Agree the goal with an appropriate person
2 Prepare an action plan to meet their goal	2.1 Identify the activities needed to work towards the goal
	2.2 Identify timescales and deadlines for the achievement of the goal
	2.3 Identify the resources needed to support them in achieving the goal
3 Review progress towards achieving their goal	3.1 Follow the activities outlined in the action plan
	3.2 Regularly review the activities and outcomes with an appropriate person
	3.3 Identify what has been achieved and what still needs to be done
	3.4 Amend the action plan to reflect their progress

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Identify a Goal

- Identify two improvement goals and state your reasons for selecting them.
- Provide evidence on how this decision was made.

Plan to Meet your Goal

- Outline each stage of action that will be taken to achieve the goal.
- List resources required to achieve each action and arrange access to them.
- Set deadlines for each action.
- Identify people and resources that can support you as you work towards your goal.

Review your Progress

- After each action think about how it has been completed, with special attention to the resources used. Revise the plan if necessary.
- Identify any appropriate additional actions that may be necessary to achieve the goal.
- Consider what could have been done differently and what you may do differently if you repeated the action.
- Have you achieved your goal?

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: • Word process an action plan of their goals and identify what is needed to succeed. • Identify digital skills they may wish to develop.	Learners could: • Identify personal goals that relate to their own well-being, linking positive changes to increased performance. • Identify connection, spending time with others to help achieve their goal. • Identify the positive feelings of wellbeing if the goal has been achieved.

UNIT SPECIFICATIONS

Personal Advancement

Credit Value of Unit: 4

GLH of Unit: 40

Level of Unit: Level 1

Introduction

In this unit you will explore your learning preferences and recognise your learning needs for future personal achievement and employment. You will identify your own personal values, attitudes and belief systems and reflect on your own personal success and achievement. You will explore how to manage change, in relation to the achievement of your personal goals. You will also look at areas of your own personal responsibility and how this applies to your future development and achieving employment.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Demonstrate an understanding of learning preferences and how they best support the learning needs of the individual	1.1 Identify four styles of learning
	1.2 Identify their preferred learning preference
	1.3 Identify their learning needs
2 Demonstrate an understanding and awareness of values, attitudes and belief systems and their potential effect on an individual's self-development and achievement of personal success	2.1 Give examples of their possible personal values, attitudes and belief systems
	2.2 Describe where they think their personal values, attitudes and belief systems have come from
	2.3 Give examples of their personal success achievements
3 Design an activity which requires group participation including goal setting and visualisation activities	3.1 Describe the activity, the participation required by the group and the process to follow to make sure successful completion
	3.2 Provide full details of the group activity
	3.3 Describe how the activity will allow them to set goals
	3.4 Describe the use of visualisation exercises
4 Describe and demonstrate an understanding and knowledge of how to manage change in the individual's performance and life goals	4.1 Describe some aspects of their feelings that could be employed to promote positive and realistic goal setting
	4.2 Describe the difficulties they may face which could discourage a successful change
	4.3 Describe the possible use of 'Positive Affirmations' in the management of changes to their performance and life goals
5 Demonstrate an understanding of personal responsibility as it applies to their future development and achieving employment	5.1 Describe some of those life areas they are responsible for
	5.2 Plan for and recognise opportunities of employment
	5.3 Describe briefly those major changes in life style that returning to employment may impose
	5.4 Give examples of different search methods related to employment, education or training
	5.5 Describe some of the positive personal qualities and abilities they may employ at interviews
	5.6 Obtain and complete an application form for employment, education or training opportunities

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Learning Needs and Preferences

- Learning styles questionnaire; description/explanations of different learning styles, online quizzes/questionnaires. Useful websites may include: [VAK Learning Styles Questionnaire | HFE \(PDF\)](#) [Kolb's Learning Style Questionnaire | Imen Menasria – Academia.edu](#)
- How learning styles can be accommodated
- Learning needs; how to meet learning needs.

Values, Attitudes and Beliefs

- Examples of values, attitudes and beliefs and how they arise.
- Influences (social, family, experience, online interactions, social media and other online content etc.)
- Relation of achievements to beliefs i.e., what you consider to be an achievement
- Why you thought achievement was important.

Group Activities

- How to work in a group this can be in face-to-face activities or when participating online
- Group activities that may require participating may include: Sports and games (both in person and online), discussions, working on tasks and projects
- Setting goals for groups
- Idea of different roles
- Method of visualisation; use of visualisation

Managing Change

- Changes/improvements in performance; importance of making changes.
- How negative feelings can affect the success of the change.
- Using positive affirmation in relation to change

Personal Responsibility

- Personal responsibilities including family, social, work.
- Taking responsibility
- Changes that employment may bring e.g., less personal time, more money, shift work, part-time work etc.
- Research employment and training opportunities through visiting a job centre and local employers, conducting a search on online job markets such as Indeed, Monster and TotalJobs, professional social media such as LinkedIn or by visiting a company's website directly.
- Research education opportunities by visiting local educational facilities (both in person and online), view college/ University/ Adult Education centres prospectus.
- Managing changes in lifestyle
- Interviews (format, content, behaviour)
- How to source and complete application forms this can be done by completing a paper-based application and returning to an employer/ training provider or educational institution by completing an online application which can be submitted directly to the employer

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: • Complete online questionnaires to find out/learn more about learning styles. • Create lists using a word processor. • Identify specific digital skills that they could improve further. It could include gaining or expanding knowledge and skills in areas of word processing, spreadsheets, emailing, digital photo editing. • Learners might use a range of online tutorial videos that encourage development of digital skills e.g. YouTube. • Research and look for job opportunities online. • Create a CV and covering letter with a word processing application or apply for a job online.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being e.g. Connecting: spending time with friends and family or gaining confidence to build new connections with new people. Being Active: making changes to increase levels of physical activity. Give: giving time and energy to others, such as volunteering or supporting a friend. • Understand how managing change can help with feelings of well-being.	Learners could: • Consider this as an area to improve their own understanding as there is a growing emphasis placed on sustainability and the impacts our personal choices have on our environment. It is seen as an opportunity to change our habits. • Think about personal targets that could support access to potential career pathways green skills sector. • Develop a group activity that can work on sustainability.

UNIT SPECIFICATIONS

Study Skills

Credit Value of Unit: 2

GLH of Unit: 10

Level of Unit: Level 1

Introduction

In this unit you will develop the study skills required to achieve a vocational qualification. You will look at portfolio building, how to research and complete assignments and at how you can take responsibility for your own learning.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to take responsibility for their own learning	1.1 Identify and plan towards learning objectives
	1.2 Identify achievements and areas for further development
	1.3 Request appropriate help from others
2 Know how to build a portfolio	2.1 Describe different types of evidence and sources of evidence
	2.2 Select suitable evidence to support assessment
	2.3 Organise evidence within portfolio
	2.4 Set and meet timescales and deadlines for evidence collection and portfolio building
3 Carry out research and organise information collected	3.1 Identify valid sources of research information
	3.2 Identify key points and make notes to summarise information
	3.3 Organise information collected
4 Complete assignments to meet given criteria	4.1 Plan assignments to meet given criteria
	4.2 Complete assignments in appropriate format and to meet criteria

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Responsibility for Own Learning

- Identifying and understanding learning objectives
- Action planning this can be done as a paper-based plan (bullet pointed list, flow chart or mind map etc.) or using digital applications such as spreadsheets or online/collaborative tools such as Padlet, Teams, Trello and GoogleDocs
- Assessing achievements and development
- Using feedback
- Sources of help (tutor, manager, colleagues etc.) Help can also be sourced online through accessing forums, FAQ pages, online tutorials and information pages.
- When to request help; importance of seeking help

Portfolio Building

- Types of evidence (records of observation, witness testimony, reflective accounts, work products, simulation, question and answer sessions, presentations, video clips etc, screenshots of onscreen evidence.)
- Suitability of evidence in relation to role and assessment criteria
- Sufficiency of evidence to meet assessment criteria.
- Further opportunities to evidence competence
- Organisation of portfolio (referencing, indexing contents page and sections titles and headers etc.) including organisation of an e-portfolio (considering platform and applications used)
- Time management
- Deciding on timescales; time management
- Importance of meeting deadlines and timescales
- Implications of failing to meet deadlines and timescales.
- Impact on future deadlines

Research and Information

- Sources of information (tutors, books, journals, newspapers blogs, forums, video tutorials, FAQ pages and information sites)
- Checking source e.g., assessing whether websites are credible, understanding bias in newspaper reporting and websites etc.
- Reading for understanding; skimming; identifying key points; summarising reading or audio information; organising and using notes

Completing Assignments

- Identify requirements of assignment
- Planning to meet criteria (breaking down into defined tasks)
- Presentations; written assignments; tests; answering questions orally and in writing; discussions.
- Format of assignment e.g. report; checking and correcting own work

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: • Identify existing digital skills that would be beneficial to them in study. • Discuss digital skills/tools that they could develop in the future to support them in study. • Use word processing applications to complete assignments. • Research valid sources using the internet. • Create an action plan using digital skills.	Learners could: • Discuss how study and responsibility for own learning can promote feelings of positive well-being. • Explore the concepts from the Five Ways to Well-being such as: Connecting: gaining confidence in talking to others to ask for help. Keep learning: learning and developing new skills can build a sense of purpose.

UNIT SPECIFICATIONS

Career Development

Credit Value of Unit: 3

GLH of Unit: 10

Level of Unit: Level 1

Introduction

The unit helps you to identify your own skills and achievements and find alternative career opportunities that are suitable for you or to find ways of working towards different career options. You will learn how to find and apply for jobs and/or training programmes and you will practice the main skills you need in the workplace.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Assess own skills and development needs in relation to career development	1.1 Identify own skills and achievements relevant to the workplace
	1.2 Identify areas for development
	1.3 Identify training programmes or other ways to improve skills
2 Identify career opportunities	2.1 Identify sources of information relating to career opportunities
	2.2 Identify suitable opportunities
3 Prepare an application for a job or training course	3.1 Write a simple CV
	3.2 Complete an application form
	3.3 Write a letter of application
4 Conduct themselves appropriately in an interview situation	4.1 Prepare for an interview
	4.2 Demonstrate interview skills
5 Demonstrate an awareness of health, safety and welfare in the workplace	5.1 Identify health, safety and welfare responsibilities of employers
	5.2 Demonstrate awareness of own health and safety responsibilities in a workplace situation
	5.3 Identify main risks in a workplace environment
6 Demonstrate a knowledge of employee and employer rights and responsibilities	6.1 Identify employer and employee rights and responsibilities
	6.2 Demonstrate an awareness of employee rights and responsibilities in a workplace situation
7 Understand and apply good practice in work situations	7.1 Demonstrate appropriate appearance and behaviour for workplace situations
	7.2 Communicate effectively in workplace situations
	7.3 Demonstrate ability to work with others

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Skills and Development Needs

- Skills relevant to workplace; listing own skills and achievements (e.g. communication skills, digital skills, abilities, qualities, qualifications etc)
- How to identify development needs
- Identifying different career paths and matching skills to identify further development required.
- Research employment and training opportunities through visiting a job centre and local employers, conducting a search on online job markets such as Indeed, Monster and TotalJobs, professional social media such as LinkedIn or by visiting a company's website directly.
- Refine searches on online job markets to find employment opportunities that match your skill set.
- Types and sources of training programmes

Career Opportunities

- Sources of career opportunities (local newspapers, recruitment agencies, jobcentres, online job markets, professional social media such as LinkedIn, speculative applications, voluntary sector)
- Value of voluntary sector for experience
- How to approach employers in respect of speculative applications
- Matching own skills, qualifications and experience to job requirements

Applications

- Information required for job applications; importance of accuracy.
- How to choose referees
- Approaching referees
- Purpose of CV
- Producing a CV using online templates or word processing software. Be mindful of content, layout, use of colour, font style and size.
- Format and content of covering letters/letters of application Be mindful of use of colour, font style and size.
- Importance of presentation
- Applications can be completed online and submitted directly to the employer or printed off and posted/returned to the employer in person.

Interview Skills

- Preparation including responding to any correspondence.
- Finding out venue, timings, who will carry out interview etc.
- Ensuring that you have the appropriate equipment (CV, laptop, Portfolio of evidence, any items, presentations that an employer has asked for, a reliable internet connection and software if an interview is being held online)
- Travelling to interview, setting up digital devices and accessing the interview link in a timely manner
- Dress and appearance
- Possible interview questions and answers
- Taking part in an interview
- Appropriate behaviour; speaking and listening skills.
- How to answer questions
- Asking questions

Health and Safety

- Basic health and safety responsibilities
- Employer – to maintain healthy and safe workplace; welfare requirements – washrooms, breaks, heat, light, ventilation of work areas.
- Employee – to follow health and safety procedures and not to interfere with anything provided for health and safety purposes.
- Reporting accidents; main risks (e.g. slipping and tripping, manual handling, fire, electricity, dangerous substances etc.)
- Checking own work area

Employer/Employee Rights and Responsibilities

- Employer – duty of care, working hours regulations, rates of pay, contract of employment, grievance and disciplinary procedures.
- Employee – carrying out duties in accordance with job description/supervisor instructions.
- Consequences of not following instructions; what to do about unreasonable requests at work.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Sustainability
Learners could: • Identify existing digital skills that would be beneficial to them in a job or training environment. • Discuss digital skills/tools that they could develop in the future to support them in a chosen area of work. • Use online search engines to identify job opportunities.	Learners could: • Discuss how training and employment can promote feelings of positive well-being. • Identify why alternatives to work, such as volunteering, is recognised as benefitting individual well-being, which also links to the Five Ways to Well-being. • Identify the relationship between health and safety in the workplace and overall well-being in the workplace. A working environment that follows health and safety standards and has designated people to contact for issues or concerns can help people feel productive/supported. think about health and safety guidance which impacts their own personal health and well-being e.g. tidy workspace, clean facilities etc.	Learners could: • Research jobs or training options that link to roles and skills in sustainability and the environment (recycling, green energy, digital, green transport, construction) • Ensure that when keeping areas clean and tidy any waste is recycled or disposed of responsibly.

UNIT SPECIFICATIONS

Identity and Cultural Diversity

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Level 1

Introduction

In this unit you will learn to understand about identity and cultural diversity.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand aspects of cultural diversity	1.1 Give a definition of the term 'cultural diversity'
	1.2 Give examples of the diverse groups in society
	1.3 Give examples of how diversity can benefit society
	1.4 Identify bodies who work on 'equality/diversity issues'
2 Develop strategies to challenge antisocial behaviour	2.1 Define different types of antisocial behaviour
	2.2 Give examples of antisocial behaviour in a range of situations
	2.3 List ways of challenging behaviour assertively
3 Understand the value of respect and understanding	3.1 List ways to encourage respect and understanding between diverse cultural groups
	3.2 Give examples of how to show respect and understanding to diverse cultural groups

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Define Different Types of Antisocial Behaviour and Give Examples of Antisocial Behaviour in a Range of Situations:

Street Problems:

- Intimidation
- Drunkenness
- Begging
- Public Drug Dealing
- Street Prostitution
- Kerb-crawling

Nuisance Neighbours

- Intimidation
- Harassment
- Vandalism
- Rowdiness
- Loud music/TV

Environmental Crime

- Fly-tipping
- Littering
- Graffiti
- Vandalism

List Ways of Challenging Antisocial Behaviour Assertively

- Talk to other people to see if they are affected.
- Contact the Local Authority
- Contact the Police
- Contact your local Crime and Disorder Partnership

Understand the Value of Respect and Understanding

Give Examples of how to Show Respect and Understanding to Diverse Cultural Groups Including:

- Age and discrimination
- Disability
- Gender equality
- Race equality
- Religion and belief
- Sexual orientation

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Develop opportunities to explore some of the concepts from the Five Ways to Well-being

Connecting: identify with different communities, taking time to get to know individuals from diverse backgrounds and learning about different cultures, cuisines and community activities.

Give: supporting those who are being unfairly treated.

UNIT SPECIFICATIONS

Carrying out own Volunteering Role

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 their volunteering role and responsibilities	1.1 Describe their role as a volunteer within their organisation or project
	1.2 Identify the person they report to
	1.3 Identify the policies, procedures and codes of conduct that apply to them in their volunteering role
	1.4 Give examples to show why it is important for volunteers to follow policies/procedures/codes of conduct
2 Carry out their volunteering role to the required standard	2.1 Complete tasks to the required standards
	2.2 Dress in an appropriate manner
	2.3 Maintain acceptable behaviour
	2.4 Meet agreed punctuality and attendance requirements
	2.5 Follow instructions and procedures when carrying out tasks
	2.6 Make use of help, advice or feedback when given

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The learner needs to show they understand their role and responsibilities:

These will depend on the type of volunteer work undertaken. The learner needs to be able to list the ones that are most appropriate to their own role. The following are common to all volunteer roles.

- Show respect – for colleagues and people you are trying to help.
- Be courteous, helpful, tactful, honest.
- Attend training sessions.
- Work as part of a team
- Be reliable.
- Attend all meetings as asked.
- Complete the tasks you have agreed to.
- Air any grievances immediately to the appropriate person
- Provide friendship and support.
- Support Learning

The learner needs to show evidence that they can follow organisational standards

Policies and Procedures:

- Confidentiality
- Equal Opportunity
- Health & safety
- Grievance

Any other “role specific” policies and procedures

Dress, behaviour, timekeeping

- Find out the dress code for the organisation.
- Behave in the right manner, use appropriate language, be aware that drink and drugs can affect how you work and also have legal implications.
- Make sure you know your exact hours of work, start and finish times and make sure you arrive on time. Do not take holidays without first confirming it is acceptable with your supervisor.
- Understand about personal hygiene.

The learner needs to show evidence that they can carry out agreed tasks to the required standards. Follow instructions, ask for advice, complete tasks on time.

- Confirm you understand instructions and carry them out to the expected standard.
- Who to ask for advice.
- When and how to ask for advice
- Make sure that all tasks are completed on time.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Sustainability
Learners could: • Self-review the digital skills they have that they could use in a volunteering role (word processing skills, using spreadsheets, using Microsoft tools).	Learners could: • Discuss the feeling of wellbeing in learning about working as a volunteer. • Think about the Five Ways to Well-being, including: • Think about how building connections with new people, especially those with common interests can be beneficial for personal well-being. Giving: Reflect on the emotions they experience when giving time and energy to other causes. Describe the benefits it has for themselves and others in the community.	Learners could: • Think about volunteering in an organisation that promotes environmental issues.

UNIT SPECIFICATIONS

Time Management Skills

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: Level 1

Introduction

This unit is about understanding the principles of time management.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand own time management	1.1 List the hours spent over a period of time on the following activities: (a) sleeping (b) eating (c) working (d) studying (e) socialising
	1.2 Give two examples of activities for each of the following: (a) productive time (b) maintenance time
2 Understand time management skills	2.1 Outline what is meant by time management
	2.2 Identify how time management skills can be used in daily life
3 Understand how time management may reduce stress	3.1 Give two examples of physical and emotional symptoms of stress
	3.2 Identify how time management can help reduce stress
	3.3 Outline a plan of own time to reduce stress

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The learner must **record** the number of hours they spend:

- Sleeping
- Eating
- Working
- Studying
- Socialising

The record must be clear, accurate and provide all of the above information.

The unit deals with understanding the different ways the learner can use their time. In order to show understanding the learner must:

Give **two** examples of activities **for each** of the following uses of time:

- Productive time
- Maintenance time
- Leisure time

And also show whether these are an effective use of their time.

The learner also needs to:

Outline what is meant by time management:

- focus
- concentration on tasks
- prioritising
- planning
- distractions
- interruptions
- goal setting
- contingencies
- 'to do' lists
- taking on too much

Identify how learner uses time management skills for their daily life

- studying
- work
- hobbies
- home
- friends

Modern life is full of hassles, deadlines, frustrations and demands. Poor time management can result in stress. The learner must show they understand what is meant by stress and how good time management can help to reduce this.

The learner must:

Give two examples of **physical** symptoms of stress.

- lack of energy
- aches and pains
- nausea
- dizziness
- rapid heartbeat

Give two examples of **emotional** reactions to stress.

- anger
- agitation
- aggression
- depression
- moody
- irritable
- short temper
- sense
- loneliness
- isolation

Give examples of ways people suffering with stress behave.

- eating more
- eating less
- neglecting responsibilities
- nail biting
- pacing the floor

Identify how time management can help reduce stress.

Outline a plan of their time that will avoid hectic and potentially stressful schedules, or the sense of time dragging.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: - Record how long they spend doing the set activities in a spreadsheet. - Create a digital action plan to help manage their time.	Learners could: - Understand the best way to manage time and help with stress. - Describe how feeling in control of their time can help enable positive well-being.

UNIT SPECIFICATIONS

Demonstrating Speaking and Listening Skills

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: Level 1

Introduction

This unit is about showing respect to others in communication, taking turns and understanding the rights of others in both a group and a one-to-one situation.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Communicate with others	1.1 Respect the turn-taking rights of others
	1.2 Use appropriate phrases for interruption
	1.3 Listen actively, for example, use appropriate eye contact, body language, facial expression
	1.4 Speak appropriately to situation, using clarity, speed and phrasing
	1.5 Use formal language when appropriate
	1.6 Respond to questions on some familiar topics
2 Present information effectively to others	2.1 Provide straightforward information to unknown individuals, by phone, for example, leave a message to individuals or voice mail.
	2.2 Express clearly statements of straightforward fact, explanation, instructions, instructions, accounts and descriptions to individuals and to a known group
	2.3 Give a short talk to a known group on a familiar topic
	2.4 Present information and ideas in a logical sequence
	2.5 Include detail to develop ideas where appropriate
3 Obtain information from others	3.1 Listen for and identify relevant information from explanations and presentations on a range of straightforward topics
	3.2 Make requests and ask questions to obtain information in familiar and unfamiliar contexts
	3.3 Use strategies to clarify and confirm understanding, for example, facial expressions, body language, verbal prompts
4 Engage in discussion	4.1 Follow and contribute to discussions on a range of straightforward topics
	4.2 Provide feedback and confirmation when listening to others
	4.3 Make contributions relevant to the situation and subject

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The learner must demonstrate that they can:

Respect others during discussion and obtain information about **a range** of topics by allowing others to speak.

Listen actively for example

- use appropriate eye contact
- body language
- facial expression
- keep focused
- do not interrupt

Speak appropriately using:

- clear language
- understandable speed
- correct use of phrasing
- consideration for the audience
- using formal language and tone when necessary
- respond to questions on familiar topics
- ask appropriate questions

When presenting information this should cover straightforward information to **unknown** individuals, which could be in person or by phone, for example, leaving a message for individuals or voice mail.

The information provided could be:

- facts
- explanations
- instructions
- accounts of events
- descriptions

It is best to choose topics that are relevant to the individual learner; examples of these could be:

- hobbies
- work related
- study related
- sports
- music
- topical

The learner must also give a short talk to a **known group** on a familiar topic. The learner must

- Present information and ideas in a logical sequence
- Include detail to develop ideas where appropriate

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: Use presentation applications to help to convey information to others.	Learners could: - Benefit from knowing personal skills they might develop when communicating with others. - Feel confident in talking to others about a subject they want to/are interested in presenting.	Learners could: Deliver a presentation on an environmental issue they are interested in.

UNIT SPECIFICATIONS

Improving Assertiveness and Decision Making

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: Level 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Speak up in a group situation with confidence	1.1 Explain what is meant by 'assertiveness' 1.2 Contribute to a discussion in a group situation, making one clear point
2 Know own decision and choices	2.1 State and explain own decisions and choices through group or one-to-one discussions
3 Know the rights and responsibilities of self and others in given situations	3.1 Show in a group situation that he/she can recognise both own rights and responsibilities and the rights and responsibilities of others
4 Negotiate to achieve a desired outcome	4.1 Explain what is meant by 'negotiation' 4.2 Show how effective negotiation can be used to achieve a desired outcome
5 Understand the benefits of assertiveness	5.1 Identify situations where assertiveness can be used to achieve desired outcomes 5.2 List the benefits of being assertive

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Learners need to show they can meet the criteria within a structured situation. This could be:

- Using a case study and role play
- A group activity / Team building

There are many different contexts that could be used to demonstrate these skills, some of these are:

- Relationships
- Family rules
- Bullying
- Neighbours
- School
- Work

Learners will need to demonstrate that they can:

- **Identify** the decision/s to be made.
- **Discuss** the decision options and their consequences.
- **Evaluate** the options and select a choice.
- **Act** on the decision
- **Learn** from their decision.

In decision making the learner needs to show they can:

- Be methodical.
- Be systematic.
- Set objectives.
- Identify alternative solutions.
- Evaluate options.
- Select the best option.

Learners also need to show they understand what is meant by assertiveness and the difference in behaviours:

- Assertiveness
- Aggressiveness
- Passivity

They also need to understand the skills needed to be assertive:

- Recognising their needs, rights and responsibilities
- Giving themselves permission to have these needs.
- How to negotiate

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Benefit from the positive state of well-being when being part of the decision-making process which helps to develop self-esteem and confidence.
- Understand how being assertive can help the overall experience of well-being.
- Explore concepts from the Five Ways to Well-being such as:
- Connecting: Talking and working with others to make a decision can improve confidence.

UNIT SPECIFICATIONS

Understanding Personal Identity

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 the main factors that influence personal identity	1.1 Describe personal identity
	1.2 Outline the factors that affect personal identity
2 Understand that self-esteem can change with personal circumstances	2.1 Discuss self-esteem
	2.2 Explain personal circumstances that can influence self esteem
3 Recognise and respond to influences in own self esteem	3.1 Present influences on own self-esteem
	3.2 Give examples of links between own self-esteem and own confidence
	3.3 Demonstrate how to create a positive sense of self

Indicative Content

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Discuss the sense of well-being that comes with self-esteem and personal identity.
- Promote personal actions and activities in which they can build self-esteem and confidence. In the Five ways to Well-being this includes:

Connect	Connecting with others through social interactions and friendships
Be Active	Increasing overall physical activity, through simple things like walking to college/work
Keep Learning	Expanding interests in new things, learning new skills and gaining new interests
Give	Giving time to others, such as volunteering or supporting a friend
Take Notice	Paying attention to the simple things around us such as being aware of the birds and birdsong

UNIT SPECIFICATIONS

Managing Personal Risk

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: Level 2

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know how to recognise, assess and manage risk relating to personal safety, health and well being	1.1 Describe risky situations relating to personal safety, health and well being
	1.2 Outline guidelines for recognising and assessing risk
	1.3 Describe the importance of managing risk in making personal choices
2 Understand the factors that can affect decision making concerning risks	2.1 Explain factors that can affect decision making concerning risks
	2.2 Discuss where to obtain information and help in risky situations
3 Carry out health and safety procedures	3.1 Follow guidelines to assess health and safety risks
	3.2 Demonstrate ways to reduce risk and harm

Indicative Content

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Identify the relationship between health and safety and personal safety and an overall sense of well-being. An environment that follows health and safety standards and has designated people to contact for issues or concerns can help people feel productive/supported.
- Think about health and safety guidance which impacts their own personal health and well-being e.g. tidy workspace, clean facilities etc.
- Know when to talk to someone about risk and consider when they can be actively involved. For example, many organisations promote 'Mental Health First Aiders' as part of their well-being strategy.

APPENDIX 1

Summary Record of Achievement

Entry 3 and Level 1 Award in Personal Development

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Community Action	Entry 2	2			
Developing Self	Entry 2	2			
Dealing with Problems in Daily Life	Entry 2	2			
Healthy Living	Entry 2	2			
Individual Rights and Responsibilities	Entry 2	1			
Managing Own Money	Entry 2	2			
Managing Social Relationships	Entry 2	1			
Preparation for Work	Entry 2	2			
Working as Part of a Group	Entry 2	2			
Working Towards Goals	Entry 2	2			

Community Action	Entry 3	2			
Developing Self	Entry 3	2			
Dealing with Problems in Daily Life	Entry 3	2			
Healthy Living	Entry 3	2			
Individual Rights and Responsibilities	Entry 3	1			
Managing Own Money	Entry 3	2			
Managing Social Relationships	Entry 3	2			
Preparation for Work	Entry 3	2			
Working as Part of a Group	Entry 3	2			
Working Towards Goals	Entry 3	2			
Personal Advancement	Entry 3	4			
Study Skills	Entry 3	2			
Equality and Diversity	Entry 3	2			
Health and Safety Awareness	Entry 3	1			
Community Action	Level 1	2			
Developing Self	Level 1	2			
Dealing with Problems in Daily Life	Level 1	2			

Healthy Living	Level 1	2			
Individual Rights and Responsibilities	Level 1	1			
Managing Own Money	Level 1	2			
Managing Social Relationships	Level 1	2			
Preparation for Work	Level 1	2			
Working as Part of a Group	Level 1	2			
Working Towards Goals	Level 1	2			
Personal Advancement	Level 1	4			
Study Skills	Level 1	2			
Career Development	Level 1	3			
Identity and Cultural Diversity	Level 1	2			
Building on Volunteering to Develop a Career	Level 1	1			
Time Management Skills	Level 1	3			
Demonstrating Speaking and Listening Skills	Level 1	3			
Improving Assertiveness and Decision Making	Level 1	3			
Understanding Personal Identity	Level 1	1			
Managing Personal Risk	Level 2	1			

Learner Name _____

Minimum Credit Value of Qualification: 6

Level Claimed _____

Total Credit Value at Level being claimed _____

I confirm that the minimum number of credits at the appropriate level, and which satisfy the Rules of Combination, have been achieved in order for a claim for certification to be made.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet

Community Action (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify a community group in their local area and what it does				
1.2 Identify 'groups' that can make up a community				
2.1 Participate in a community activity that is relevant to them				
2.2 Identify how this activity benefits others				

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

Developing Self (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify a personal strength or ability				
1.2 Identify an area for self-development				
2.1 Identify a personal skill or behaviour they need to develop				
2.2 Agree with an appropriate person a suitable target to work towards				
2.3 Identify who will support them in developing the identified skill or behaviour				
2.4 Work through activities to develop the agreed skill or behaviour				
3.1 Carry out a simple review of the progress they have made				
3.2 Identify what went well and what did not go so well				

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

Dealing with Problems in Daily Life (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify a straightforward problem				
1.2 Identify a way of tackling the problem, with appropriate support				
2.1 Tackle the problem using a given procedure				
2.2 Ask for advice or support if needed				

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

Healthy Living (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify what they can do to contribute to a healthy lifestyle				
1.2 Identify an activity which will make an improvement to their lifestyle				
2.1 Participate in an activity to contribute to a healthy lifestyle				

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

Individual Rights and Responsibilities (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify an individual right which is relevant to them				
1.2 Identify a responsibility that they have for themselves				
1.3 Say who could help if they have problems with their rights or responsibilities				

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

Managing Own Money (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify their weekly income				
1.2 Identify items they need to spend money on				
1.3 Prepare a simple personal weekly budget				
2.1 Demonstrate paying for an item				
2.2 Make simple calculations when paying for an item				

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

Managing Social Relationships (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Take part in an exchange with a familiar person about an everyday topic				
1.2 Use appropriate behaviours during the exchange				
1.3 Ask and respond to questions appropriately				
1.4 Express opinions simply and show respect for those of the other person				

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

Preparation for Work (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify some personal skills and qualities which employees need				
1.2 Identify their own personal skills and qualities				
2.1 Identify a suitable job role which interests them				
2.2 Provide key personal information needed to apply for such a job role				

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 Group (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Participate in setting ground rules for working with others				
1.2 Relate basic information about the work to be carried out				
1.3 Identify their role in the group				
2.1 Carry out given tasks when working with others				
2.2 Ask for or offer help when required				
2.3 Identify what went well and what went less well				

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 Towards Goals (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Recognise their skills, qualities and interests				
1.2 Identify their strengths				
1.3 Say what they could improve				
2.1 Identify some short-term goals they would like to work towards				
2.2 Agree a goal with an appropriate person				
3.1 Say who will support them to work towards the agreed goal				
3.2 Carry out given activities to work towards the agreed goal				
3.3 Identify what has been achieved				

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

Community Action (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify community groups in their local area and what they do				
2.1 Participate in activities within a local community group				
2.2 Identify how these activities benefit others				
2.3 Identify a benefit for themselves from participating in the activities				

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

Developing Self (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe a personal strength or ability				
1.2 Identify an area for self-development				
1.3 Describe a personal skill or behaviour they need to develop				
2.1 Describe how they will develop their personal skill or behaviour				
2.2 Suggest a suitable target to work towards and agree it with an appropriate person				
2.3 Identify the support and resources needed to help them work towards the agreed target				
2.4 Work through activities to develop the agreed skill or behaviour				
3.1 Review the progress they have made				
3.2 Review what went well and what did not go so well				
3.3 Make choices about how they will continue to develop their personal skills				

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

Dealing with Problems in Daily Life (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify a straightforward problem that they can tackle				
1.2 Share ideas on how to tackle the problem with an appropriate person				
2.1 Identify a way to tackle the problem				
2.2 Carry out activities to tackle the problem				
2.3 Ask for appropriate advice				
3.1 Review their progress in tackling the problem				
3.2 Identify what went well and what did not go so well				

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

Healthy Living (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe what they can do to contribute to a healthy lifestyle				
1.2 Choose appropriate activities that can make an improvement to their lifestyle				
2.1 Carry out activities to contribute to a healthy lifestyle				
2.2 Describe how the activities have improved their lifestyle				

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

Individual Rights and Responsibilities (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe an individual right which is relevant to them				
1.2 Identify sources of support or information about rights and responsibilities				
1.3 Describe a responsibility that they have for themselves				
1.4 Describe a responsibility that they have to others				

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

Managing Own Money (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify their source(s) of income				
1.2 Identify their key items of expenditure				
1.3 Prepare a straightforward weekly budget plan				
1.4 Identify an appropriate way to save surplus money				
2.1 Identify two different ways of paying for items				
2.2 Demonstrate paying for an item				
2.3 Use appropriate calculations when paying for items				

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

Managing Social Relationships (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify situations in which they may need to interact with others				
1.2 Identify positive behaviours which can be used when interacting with others				
2.1 Take part in exchange with one or more people about a topic in which they have an interest				
2.2 Use appropriate positive behaviours when participating in the exchange				
2.3 Make appropriate contributions				
2.4 Express opinions and respect the views of others				

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

Preparation for Work (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe some personal skills and qualities which employees need				
1.2 Identify how their own skills and qualities compare with the skills and qualities employees need				
1.3 Identify areas for development				
2.1 Find out about potential job roles which interest them				
2.2 Identify a suitable potential job role				
2.3 Prepare key personal information needed to apply for the job role				

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

Working as Part of a Group (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Contribute to setting ground rules for working with others				
1.2 Make suggestions about the role they should play in the group				
2.1 Carry out agreed activities when working with others on a group task				
2.2 Make suggestions and receive feedback appropriately				
2.3 Ask for or offer help when required				
3.1 Review their work with others				
3.2 Identify how they contributed to the group				
3.3 Identify what went well and areas they could improve in working with others				

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

Working Towards Goals (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State their strengths and what they need to improve				
1.2 Identify an appropriate short-term goal to work towards				
1.3 Agree the goal with an appropriate person				
2.1 Identify what needs to be done to work towards the goal				
2.2 Identify sources of support to help achieve their goal				
2.3 Say what the deadlines are for achieving the goal				
3.1 Carry out activities to achieve the goal				
3.2 Review their progress towards achieving the goal				
3.3 Identify whether the goal has been achieved				

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

Personal Advancement (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 List four learning styles				
1.2 Identify own preferred learning style with help				
1.3 Identify own learning needs with help				
2.1 Identify from suggested examples own values, attitudes and beliefs				
2.2 Identify from suggested examples, influences on values, attitudes and belief systems				
2.3 List personal achievements and identify influences on these personal values, attitudes and beliefs				
3.1 Identify an activity requiring group participation				
3.2 List roles and activities to be taken on by the group				
3.3 List goals set for the group				
3.4 Take part in a visualisation exercise in relation to the group activity				
4.1 Identify a potential change in individual performance				
4.2 Describe feelings about the change				
4.3 Identify 'positive affirmations' that will help to make the change				
5.1 Identify main life areas where they have personal responsibility				
5.2 Identify potential employment opportunities				
5.3 List changes in lifestyle that might result from employment				
5.4 Identify personal qualities and abilities that could be used at employment interviews				
5.5 Obtain and complete an application form for education, training or employment				

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

Study Skills (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Plan towards learning objectives with appropriate support				
1.2 Record achievements and areas for further development				
1.3 Request appropriate help from others				
2.1 Select suitable evidence to support assessment with tutor help				
2.2 Organise evidence within portfolio to a given structure				
2.3 Meet given timescales and deadlines for evidence collection and portfolio building				
3.1 Use given sources of research information				
3.2 Identify and record key points				
3.3 Organise information collected				
4.1 Identify tasks within a given assignment				
4.2 Complete assignments in given format and to meet criteria				

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

Equality and Diversity (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify key features of equality				
1.2 Identify key features of diversity				
2.1 Identify examples of fair treatment				
2.2 Identify examples of unfair treatment				
2.3 Identify examples of discrimination				
2.4 Identify examples of prejudice				
2.5 Identify examples of stereotyping				
2.6 Gives examples of ways to challenge unfair treatment				
3.1 Identify diverse groups in local communities				
3.2 Identify common needs of diverse groups				

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

Health and Safety Awareness (Entry 3)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State who they should tell in the event of an accident				
1.2 Give an example of an emergency				
1.3 State one thing they should do if an emergency happens				
1.4 Identify simple safety signs				
2.1 Follow specific instructions concerning health and safety practice in relation to a given task				

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

Community Action (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe two different community groups and their activities				
1.2 State why these groups are importance for the community				
2.1 Contribute to activities within the community				
2.2 Explain how the activities benefit themselves and the community				
2.3 With others plan further activities to continue/maintain benefits to the community				

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

Developing Self (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe personal strengths or abilities				
1.2 Select an area for self-development				
1.3 Explain why this area is important for their self-development				
2.1 Prepare a plan for their identified area of self-development				
2.2 List activities, targets and timelines for their self-development				
2.3 Plan how to review progress towards achieving their targets				
2.4 Work through the agreed plan				
3.1 Review their self-development plan				
3.2 Suggest improvements and amendments to the plan				
3.3 Explain how they will continue with their self-development in the future				

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

Dealing with Problems in Daily Life (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe a straightforward problem and describe its effects				
1.2 Suggest ways in which they might tackle the problem				
1.3 Select a way to tackle the problem and agree it with an appropriate person				
2.1 Plan the activities needed to tackle the problem				
2.2 Identify the resources to help tackle the problem				
2.3 Carry out planned activities				
3.1 Review the approach used to tackle the problem				
3.2 Describe what went well and what did not go so well				
3.3 Identify whether the problem has been solved				

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

Healthy Living (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the key elements of a healthy lifestyle				
1.2 Explain why a healthy lifestyle is important				
2.1 Select and carry out activities which contribute to a healthy lifestyle				
3.1 Carry out a review of their activities				
3.2 Describe what went well and areas for improvement				
3.3 Describe how the activities have improved their lifestyle				
3.4 Suggest further activities which could contribute to a healthy lifestyle				

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

Individual Rights and Responsibilities (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Give examples of their rights as an individual				
1.2 Give examples of barriers which may prevent the exercise of their rights				
1.3 Identify sources of support and information about rights and responsibilities and describe how these could help				
2.1 Identify their responsibilities to themselves				
2.2 State their responsibilities to others				
2.3 Demonstrate how they take responsibility for themselves				

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

Managing Own Money (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Prepare a personal budget plan which includes key information on income and expenditure				
1.2 Use appropriate calculations when preparing the budget plan				
2.1 Identify relevant financial organisations which can provide information on current accounts, savings and loans				
2.2 Identify an account to suit their purpose and say why it is appropriate				
3.1 Identify a range of ways in which purchases can be paid for				
3.2 Carry out two different types of transaction				
3.3 Use appropriate calculations and checking procedures during transactions				

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

Managing Social Relationships (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify at least two social situations in which they may need to interact with others				
1.2 Identify positive behaviours which can be used when interacting with others				
1.3 Explain why it is important to use positive behaviours when interacting with others				
2.1 Take an active role in exchanges on different topics, with one or more people				
2.2 Use a range of appropriate behaviours when participating in the exchanges				
2.3 Use appropriate formal and informal communication techniques				

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

Preparation for Work (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe personal and employability skills and qualities which employees need				
1.2 Describe their own skills, qualities and achievements				
1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace				
1.4 Suggest areas for improvement				
2.1 Find out about a range of potential job roles which interest them				
2.2 Match their skills, qualities and achievements to a potential job role				
2.3 Identify and prepare key information needed for an application or interview				

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

Working as Part of a Group (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Suggest appropriate ground rules for working with others				
1.2 Contribute to the planning of group and individual activities				
2.1 Work with others in a positive way to carry out individual and group activities				
2.2 Make suggestions appropriately				
2.3 Deal with instructions appropriately				
2.4 Deal with feedback appropriately				
2.5 Support others and ask for support when required				
3.1 Review the progress the group has made in working together				
3.2 Describe how they contributed to the work of the group				
3.3 Describe what went well and what went less well				
3.4 Suggest how they could improve their skills in working with 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

Working Towards Goals (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe own strengths and what they need to improve				
1.2 Identify at least one goal which is important for their development				
1.3 Explain why achieving this goal is important				
1.4 Agree the goal with an appropriate person				
2.1 Identify the activities needed to work towards the goal				
2.2 Identify timescales and deadlines for the achievement of the goal				
2.3 Identify the resources needed to support them in achieving the goal				
3.1 Follow the activities and outcomes with an appropriate person				
3.2 Regularly review the activities and outcomes with an appropriate person				
3.3 Identify what has been achieved and what still needs to be done				
3.4 Amend the action plan to reflect their progress				

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

Personal Advancement (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify four styles of learning				
1.2 Identify their preferred learning preference				
1.3 Identify their learning needs				
2.1 Give examples of their possible personal values, attitudes and belief systems				
2.2 Describe where they think their personal values, attitudes and belief systems have come from				
2.3 Give examples of their personal success achievements				
3.1 Describe the activity, the participation required by the group and the process to follow to make sure successful completion				
3.2 Provide full details of the group activity				
3.3 Describe how the activity will allow them to set goals				
3.4 Describe the use of visualisation exercises				
4.1 Describe some aspects of their feelings that could be employed to promote positive and realistic goal setting				
4.2 Describe the difficulties they may face which could discourage a successful change				
4.3 Describe the possible use of 'Positive Affirmations' in the management of changes to their performance and life goals				
5.1 Describe some of those life areas they are responsible for				
5.2 Plan for and recognise opportunities of employment				
5.3 Describe briefly those major changes in life style that returning to employment may impose				
5.4 Give examples of different search methods related to employment, education or training				

5.5 Describe some of the positive personal qualities and abilities they may employ at interviews				
5.6 Obtain and complete an application form for employment or training opportunities				

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

Study Skills (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify and plan towards learning objectives				
1.2 Identify achievements and areas for further development				
1.3 Request appropriate help from others				
2.1 Describe different types of evidence and sources of evidence				
2.2 Select suitable evidence to support assessment				
2.3 Organise evidence within portfolio				
2.4 Set and meet timescales and deadlines for evidence collection and portfolio building				
3.1 Identify valid sources of research information				
3.2 Identify key points and make notes to summarise information				
3.3 Organise information collected				
4.1 Plan assignments to meet given criteria				
4.2 Complete assignments in appropriate format and to meet criteria				

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

Career Development (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify own skills and achievements relevant to the workplace				
1.2 Identify areas for development				
1.3 Identify training programmes or other ways to improve skills				
2.1 Identify sources of information relating to career opportunities				
2.2 Identify suitable opportunities				
3.1 Write a simple CV				
3.2 Complete an application form				
3.3 Write a letter of application				
4.1 Prepare for an interview				
4.2 Demonstrate interview skills				
5.1 Identify health, safety and welfare responsibilities of employers				
5.2 Demonstrate awareness of own health and safety responsibilities in a workplace situation				
5.3 Identify main risks in a workplace environment				
6.1 Identify employer and employee rights and responsibilities				
6.2 Demonstrate an awareness of employee rights and responsibilities in a workplace situation				
7.1 Demonstrate appropriate appearance and behaviour for workplace situations				
7.2 Communicate effectively in workplace situations				
7.3 Demonstrate ability to work with 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

Identity and Cultural Diversity (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Give a definition of the term 'cultural diversity'				
1.2 Give examples of the diverse groups in society				
1.3 Give examples of how diversity can benefit society				
1.4 Identify bodies who work on 'equality/diversity issues'				
2.1 Define different types of antisocial behaviour				
2.2 Give examples of antisocial behaviour in a range of situations				
2.3 List ways of challenging behaviour assertively				
3.1 List ways to encourage respect and understanding between diverse cultural groups				
3.2 Give examples of how to show respect and understanding to diverse cultural groups				

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

Carrying out a Volunteering Role (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe their role as a volunteer within their organisation or project				
1.2 Identify the person they report to				
1.3 Identify the policies, procedures and codes of conduct that apply to them in their volunteering role				
1.4 Give examples to show why it is important for volunteers to follow policies/procedures/codes of conduct				
2.1 Complete tasks to the required standards				
2.2 Dress in an appropriate manner				
2.3 Maintain acceptable behaviour				
2.4 Meet agreed punctuality and attendance requirements				
2.5 Follow instructions and procedures when carrying out tasks				
2.6 Make use of help, advice or feedback when given				

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

Time Management Skills (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 List the hours spent over a period of time on the following activities: (a) sleeping (b) eating (c) working (d) studying (e) socialising				
1.2 Give two examples of activities for each of the following: (a) productive time (b) maintenance time				
2.1 Outline what is meant by time management				
2.2 Identify how time management skills can be used in daily life				
3.1 Give two examples of physical and emotional symptoms of stress				
3.2 Identify how time management can help reduce stress				
3.3 Outline a plan of own time to reduce stress				
4.2 Provide feedback and confirmation when listening to others				
4.3 Make contributions relevant to the situation and subject				

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

Demonstrating Speaking and Listening Skills (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Respect the turn-taking rights of others				
1.2 Use appropriate phrase for interruption				
1.3 Listen actively, for example, use appropriate eye contact, body language, facial expression				
1.4 Speak appropriately to situation, using clarity, speed and phrasing				
1.5 Use formal language when appropriate				
1.6 Respond to questions on some familiar topics				
2.1 Provide straightforward information to unknown individuals, by phone, for example, leave a message to individuals or voice mail				
2.2 Express clearly statements of straightforward fact, explanation, instructions, accounts and descriptions to individuals and to a known group				
2.3 Give a short talk to a known group on a familiar topic				
2.4 Present information and ideas in a logical sequence				
2.5 Include detail to develop ideas where appropriate				
3.1 Listen for and identify relevant information from explanations and presentations on a range of straightforward topics				
3.2 Make requests and ask questions to obtain information in familiar and unfamiliar contexts				
3.3 Use strategies to clarify and confirm understanding, for example, facial expressions, body language, verbal prompts				
4.1 Follow and contribute to discussions on a range of straightforward topics				

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

Improving Assertiveness and Decision Making (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by 'assertiveness'				
1.2 Contribute to a discussion in a group situation, making one clear point				
2.1 State and explain own decisions and choices through group or one-to-one discussions				
3.1 Show in a group situation that he/she can recognise both own rights and responsibilities and the rights and responsibilities of others				
4.1 Explain what is meant by 'negotiation'				
4.2 Show how effective negotiation can be used to achieve a desired outcome				
5.1 Identify situations where assertiveness can be used to achieve desired outcomes				
5.2 List the benefits of being assertive				

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

Understanding Personal Identity (Level 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe personal identity				
1.2 Outline the factors that affect personal identity				
2.1 Discuss self-esteem				
2.2 Explain personal circumstances that can influence self esteem				
3.1 Present influences on own self-esteem				
3.2 Give examples of links between own self-esteem and own confidence				
3.3 Demonstrate how to create a positive sense of self				

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

Managing Personal Risk (Level 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe risky situations relating to personal safety, health and well being				
1.2 Outline guidelines for recognising and assessing risk				
1.3 Describe the importance of managing risk in making personal choices				
2.1 Explain factors that can affect decision making concerning risks				
2.2 Discuss where to obtain information and help in risky situations				
3.1 Follow guidelines to assess health and safety risks				
3.2 Demonstrate ways to reduce risk and harm				

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

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