# Ascentis Level 2 Certificate in Skills for Further Education and Employment

## Specification

**Ofqual Number:**

| | |
|---|---|
| Level 2 Certificate | 603/5983/3 |
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## SUMMARY OF CHANGES

| Version and Date | Change Detail | Section |
|---|---|---|
| V2 August 2025 | Level 2 Diploma in Skills for Further Education and Employment - withdrawn | |
| V3 November 2025 | Review Date amended | Front page |

## 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 progression to QAA-recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

## ASCENTIS CONTACT DETAILS

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# ASCENTIS LEVEL 2 CERTIFICATE IN SKILLS FOR FURTHER EDUCATION AND EMPLOYMENT

## Introduction

The Ascentis Level 2 Certificate in Skills for Further Education and Employment is designed to help learners make an informed choice about a career in education and training, business and administration, law, applied science or health science. Achievement of the qualification could act as progression towards programmes of study at Level 2 or Level 3 such as an Apprenticeship programme or the Access to HE Diploma.

There are several features of the qualification that make it very appropriate for the 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
- It has a flexible optional structure that allows learners and tutors to choose learning that is relevant to their specific needs
- Units are available at both Level 1 and Level 2
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

## Aims

The aims of the qualification are to enable learners:

1 To develop vocational skills to progress with learning to the next level

2 To develop skills to support study at higher levels

3 In some cases, to progress into entry level roles in the sector

## Target Group

This qualification is aimed at a range of learners who are looking to develop their skills and knowledge to go onto further study or work. It is for learners who may have gaps in their skills and knowledge or are interested in a specific career and are not yet ready to access a Level 3 qualification.

## Regulation Codes

**Qualification Numbers (Ofqual):**

Ascentis Level 2 Certificate in Skills for Further Education and Employment: 603/5983/3

### Rationale for the Rules of Combination

To achieve the Level 2 Certificate in Skills for Further Education and Employment learners must achieve 21 credits. Learners must achieve a minimum of 8 credits from the Personal Development units. The remaining credits can come from any other group (Groups B–F). At least 12 credits must be at Level 2.

### Rules of Combination

| Ascentis Level 2 Certificate in Skills for Further Education and Employment | | | | |
|---|---|---|---|---|
| **Minimum credits:** Certificate: 21<br><br>**Minimum credit value at level of qualification or above:** Certificate: 12 | | | | |
| **Group A – Personal Development Units** Minimum Credit (from Group A) Personal Development Units: 8 | | | | |
| Unit Title | Level | Credit Value | GLH | Unit Code |
| Academic Writing Skills | Level 2 | 3 | 30 | M/618/1786 |
| Carrying Out Own Volunteering Role | Level 2 | 1 | 10 | F/508/5571 |
| Developing Self | Level 2 | 2 | 20 | K/508/5547 |
| Essay Writing | Level 2 | 3 | 30 | T/618/1787 |
| Identity and Cultural Diversity | Level 2 | 2 | 20 | F/508/5568 |
| Managing Your Own Money | Level 2 | 2 | 20 | M/508/5579 |
| Organisation and Evaluation of Study | Level 2 | 2 | 20 | A/618/1788 |
| Practical Presentation Skills | Level 2 | 3 | 30 | F/618/1789 |
| Prejudice and Discrimination | Level 2 | 3 | 30 | T/618/1790 |
| Presentation Software | Level 2 | 3 | 30 | A/618/1791 |
| Research Skills | Level 2 | 3 | 30 | F/618/1792 |
| Research Skills for Academic Study | Level 2 | 2 | 20 | J/618/1793 |
| Researching and Understanding Opportunities for Study in Higher Education | Level 2 | 3 | 30 | L/618/1794 |
| Stress and Stress Management Techniques | Level 2 | 3 | 30 | R/618/1795 |
| Time Management | Level 2 | 2 | 20 | Y/618/1796 |
| Using Email | Level 2 | 2 | 20 | H/618/1798 |
| Word Processing Software | Level 2 | 3 | 30 | D/618/1797 |
| **Group B – Applied Science Units** | | | | |
| Aspects of Energy | Level 2 | 3 | 30 | Y/618/1801 |
| Biology and Our Environment | Level 2 | 5 | 50 | H/618/1803 |
| Chemistry and Our Earth | Level 2 | 5 | 50 | K/618/1799 |
| Energy and Our Universe | Level 2 | 5 | 50 | R/618/1800 |
| Environmental Science | Level 2 | 5 | 50 | K/618/1804 |
| Forensic Science | Level 2 | 3 | 30 | T/618/1806 |
| Investigating Space | Level 2 | 3 | 30 | D/618/1802 |
| The Investigative Process, Principles and Practical Skills | Level 2 | 3 | 30 | A/618/1807 |

| | | | | |
|---|---|---|---|---|
| The Living Body | Level 2 | 5 | 50 | M/618/1805 |
| **Group C – Business Units** | | | | |
| Budgeting and Managing Money | Level 2 | 3 | 30 | D/618/1816 |
| Business Studies | Level 2 | 2 | 20 | H/618/1817 |
| Creating Business Web Pages | Level 2 | 5 | 50 | R/618/1814 |
| Financial Management | Level 2 | 2 | 20 | M/618/1819 |
| Marketing | Level 2 | 2 | 20 | K/618/1818 |
| Principles of Managing Information and Producing documents | Level 2 | 3 | 30 | J/618/1809 |
| Principles of Providing Administrative Services | Level 2 | 4 | 40 | D/618/1783 |
| Principles of Supporting Change in a Business Environment | Level 2 | 1 | 8 | F/508/5649 |
| Principles of Working in the Public Sector | Level 2 | 5 | 50 | A/618/1810 |
| The Marketing Environment | Level 2 | 3 | 30 | J/618/1812 |
| Understanding Finance in a Business Context | Level 2 | 3 | 30 | Y/618/1815 |
| Understanding Online Business Activities | Level 2 | 3 | 30 | L/618/1813 |
| **Group D – Education Units** | | | | |
| Child and Young Person Development | Level 2 | 2 | 20 | A/618/1846 |
| Effective Learning | Level 2 | 4 | 40 | K/618/1821 |
| Introduction to Counselling Skills Theories | Level 2 | 3 | 30 | F/618/1825 |
| Introduction to Education | Level 2 | 3 | 30 | H/618/1820 |
| Preparing to Support Learning | Level 2 | 6 | 60 | T/618/1823 |
| Safeguarding the Welfare of Children and Young People | Level 2 | 3 | 20 | K/601/3323 |
| Schools as Organisations | Level 2 | 3 | 30 | A/618/1824 |
| The Role of Family Learning | Level 1 | 2 | 20 | M/618/1822 |
| Understanding Rights and Responsibilities of Citizenship | Level 1 | 3 | 27 | K/508/5631 |
| Understanding Young People, Law and Order | Level 1 | 3 | 27 | M/508/5632 |
| Using Counselling Skills | Level 2 | 3 | 30 | J/618/1826 |
| **Group E – Health Science Units** | | | | |
| Health Promotion in Care Settings | Level 2 | 3 | 30 | D/618/1833 |
| Introduction to Health Studies | Level 2 | 3 | 30 | L/618/1827 |
| Life Processes and Living Things | Level 2 | 3 | 30 | M/618/1836 |
| Nutrition, Performance and Healthy Eating | Level 2 | 3 | 30 | Y/618/1832 |
| Physiology and Exercise | Level 2 | 5 | 50 | K/618/1835 |
| Principles of Safeguarding and Protection in Health and Social Care | Level 2 | 3 | 30 | H/618/1834 |
| The Sociology of Health | Level 2 | 2 | 20 | R/618/1831 |
| Understanding Child Protection Theory | Level 2 | 3 | 30 | H/618/1784 |
| Understanding Mental Health | Level 2 | 3 | 30 | Y/618/1829 |
| Understanding the Physical Development of Children and Young People | Level 2 | 3 | 30 | R/618/1828 |
| **Group F – Law Units** | | | | |
| Consumer Law | Level 2 | 1 | 10 | L/618/1844 |

| | | | | |
|---|---|---|---|---|
| Introduction to Law in the United Kingdom | Level 2 | 3 | 30 | T/618/1837 |
| Law in Action: Criminal Law | Level 2 | 3 | 30 | J/618/1843 |
| Law in the workplace | Level 2 | 3 | 30 | F/618/1839 |
| Understanding Disability, Society and the Law | Level 2 | 3 | 30 | A/618/1841 |
| Understanding Retail Consumer Law | Level 2 | 2 | 20 | F/618/1842 |
| Understanding Young People, Law and Order | Level 2 | 3 | 30 | T/618/1840 |
| Credits from equivalent units:<br>Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Development Team. | | | | |
| Credits from exemptions:<br>Please contact the Ascentis office to request exemptions and ask to speak to a member of the Development Team. | | | | |
| **For any units of the same title at different levels, credit can only be taken from one of the units to count towards achievement of the full qualification**. | | | | |

Unit certification is available for all units.

### Guided Learning Hours (GLH)

The recommended guided learning hours for the Certificate is 210.

### Total Qualification Time (TQT)

The total qualification time for the Certificate is 210 hours.

### Time Limit for the Process of Credit Accumulation and Exemptions

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

### Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning or experience is required.

### Age Range of Qualifications

This qualification is suitable for young people aged 16–18 and adult learners.

### Opportunities for Progression

It is intended that this qualification will help learners towards the following progression routes:

- Vocational or subject specific learning at Level 2 or above.
- A range of programmes of study at Level 3 including the Access to HE Diploma in a variety of subject's dependant on unit choices and any pre-entry requirements.
- Employment.

### Resources to Support the Delivery of the Qualifications

There are learner workbooks and tutor PowerPoint resources for two units within the qualification, to support the delivery.. These units are *Essay Writing* and *Research Skills for Academic Studies*. These resources can be found on the Ascentis electronic portal.

### Centre Recognition

The qualification 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 Customer Centre on 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 Customer Centre on 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

This qualification is available in England. 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 the 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 Customer Centre on the 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.* Full details of this procedure, including how to make an application, are available from the Customer Centre on the 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 the 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.

# 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 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
- Final multiple-choice tests

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

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

### The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

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## 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; and 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:

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

External Quality Assurers will usually do this through discussion with the centre management team and assessment and Internal Quality Assurance staff; by verifying a sample of learners' evidence; by talking to learners; and by 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 website.

**Unit Title:** Academic Writing Skills
**Unit Reference Number:** M/618/1786

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

In this unit, learners will develop skills in academic writing to enable them to prepare and present essays appropriately for an audience and purpose.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Be able to interpret specific questions (e.g. essay or research question) | 1.1 Interpret either an essay title, essay or research question, considering the following:<br>a) Instructional words<br>b) Topic words<br>c) Any particular focus required<br>d) Any additional factors to be considered |
| 2 Be able to structure a written response | 2.1 Develop a plan for a written response |
| | 2.2 Use the plan to develop a structured response, maintaining logical argument |
| 3 Be able to present the response appropriately for audience and purpose | 3.1 Review and revise writing using academic conventions of:<br>a) Use of English language<br>b) Use of appropriate terminology |
| 4 Understand how to organise and apply information in their academic writing | 4.1 Describe the appropriate referencing style for citations and reference lists in their academic work |
| | 4.2 Describe different types of plagiarism |
| | 4.3 Describe the consequences of plagiarising in academic work |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Interpreting specific questions** involves considering:<br><br>▪ Instructional words – command words such as evaluate, assess, describe, explain, analyse etc.<br>▪ Topic words<br>▪ Focus required<br>▪ Additional factors<br><br>**Planning and presenting** a written response involve:<br><br>▪ Understanding the topic heading<br>▪ Reading and researching the topic<br>▪ Outlining the structure, maintaining a logical argument<br>▪ Reviewing and revising writing<br>▪ Using correct English language, grammar and appropriate terminology<br>▪ Applying appropriate referencing for citations and reference lists<br><br>**Academic referencing** includes: footnotes and endnotes, Harvard referencing, in-text citations, bibliography,<br><br>**Plagiarism** means taking someone else's work and presenting it as your own.<br><br>**Consequences of plagiarism** may include: receiving a failing grade, previous grades erased or revoked, disciplinary action, expulsion. |

**Unit Title:** Carrying Out Own Volunteering Role
**Unit Reference Number:** F/508/5571

**Credit Value of Unit:** 1 **GLH of Unit:** 10 **Level of Unit:** 2

**Introduction**

In this unit the learner will learn and understand about volunteering and carrying out a volunteering role.

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1 Understand their volunteering role | 1.1 Describe their responsibilities as a volunteer within the organisation or project |
| | 1.2 Identify the person they report to and identify the agreed limits of their volunteering responsibility |
| | 1.3 Describe the importance of working within agreed limits |
| 2 Comply with organisational standards | 2.1 Identify the policies, procedures and codes of conduct that affect their own role |
| | 2.2 Describe how these govern their work |
| | 2.3 Comply with organisational standards when carrying out own role |
| 3 Carry out agreed tasks to the required standards | 3.1 Check that their own tasks met the required standards |
| | 3.2 Ask for advice or help as necessary |
| | 3.3 Meet agreed deadlines |

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## Indicative Content

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

**Understanding volunteering roles 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
- Identify person to report to

**Following policies, procedures and organisational standards**

Policies and procedures:

- Confidentiality
- Equal opportunities
- Health and safety
- Grievance
- Customer service and quality standards
- Any other 'role-specific' policies and procedures

Organisational standards in relation to 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

**Carrying out agreed tasks to the required standards**

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

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**Unit Title:** Developing Self
**Unit Reference Number:** K/508/5547

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

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

| **Learning Outcomes**<br><br>The learner will: | **Assessment Criteria**<br><br>The learner can: |
|---|---|
| 1 Take an active role in their self-development | 1.1 Describe how they will contribute to own self-development |
| | 1.2 Describe how their own attitudes and behaviours could be a barrier to progress in self-development |
| | 1.3 Describe what would help to motivate them to progress in self-development |
| | 1.4 Select an area for self-development and explain how this choice will contribute to their personal development |
| | 1.5 Agree what will show progress in the selected area for self-development |
| 2 Be able to plan for their self-development | 2.1 Agree ways to minimise barriers to self-development and to make the most of opportunities for change |
| | 2.2 Prepare a plan for their identified area of self-development including activities, targets and timelines |
| | 2.3 Plan how and when to review their progress towards achieving their targets |
| 3 Review their self-development and plan for the future | 3.1 Work through activities, and reflect on key experiences or incidents |
| | 3.2 Review their self-development plan and how successful they have been in dealing with the barriers they identified before |
| | 3.3 Suggest improvements and amendments to the plan |
| | 3.4 Explain how they will continue with their self-development in the future |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Taking an active role in self-development** involves:<br><br>▪ Listing the things about yourself which are considered to be strengths in terms of skills, qualities, behaviours and abilities.<br>▪ Stating where these competencies would be applied in everyday life.<br>▪ Showing and recording how you have used these attributes on two or more occasions.<br>▪ Barriers to self-development may include: lack of motivation, lack of finance and resources, low self-esteem, environmental factors, conflicting goals etc.<br>▪ Considering motivational factors including reward and recognition, career progression and promotion, work-life balance, learning and development etc.<br>▪ List three things which will make you want to improve your skills and abilities.<br>▪ Identifying weaknesses and stating why this should be changed.<br>▪ State how improvements could be made.<br><br>**Planning self-development** involves:<br><br>▪ Naming something which you want to improve and creating an action plan with targets.<br>▪ Self-development action plan includes: learning and development objective, action required, resources required, success measurement, target deadline and actual progress/achievement.<br>▪ Following the plan with regular reviews – how, when and who with.<br>▪ Keeping a record of your progress.<br><br>**Reviewing your self-development plan** involves**:**<br><br>▪ Reflecting on your self-development plan and identifying what was successful and what did not work and would need to be changed another time.<br>▪ Thinking about how you might continue to develop yourself in the future.<br>▪ Recording your thoughts. |

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**Unit Title:** Essay Writing
**Unit Reference Number:** T/618/1787

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

The aim of this unit is to develop essay writing skills so that learners can research and present an essay for a specific purpose.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand an essay task | 1.1 Describe what is asked in terms of different essays |
| | 1.2 Define the meanings of essay titles |
| | 1.3 Propose structures for different essay types |
| 2 Be able to plan an essay | 2.1 Prepare a detailed essay plan, taking into account identified requirements |
| 3 Be able to research information for the purpose of essay writing | 3.1 Locate, summarise and record information for the purpose of essay writing |
| | 3.2 Use a referencing system to acknowledge use of research sources |
| 4 Be able to present information in essay form | 4.1 Structure an essay to meet requirements of a task |
| | 4.2 Express ideas in essay form, using appropriate vocabulary and avoiding plagiarism |
| | 4.3 Develop points in an essay |
| | 4.4 Consistently use correct standard punctuation and grammar in an essay |
| 5 Be able to review and revise own essays | 5.1 Review and revise own essay writing |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Types of essays** may be expository, persuasive, comparative, narrative, descriptive etc.<br><br>**Planning** an essay involves:<br><br>▪ Establishing the purpose and type of the essay<br>▪ Sourcing and locating relevant information<br>▪ Recording key points you wish to make<br>▪ Structuring the information in a logical order<br>▪ Supporting text with practical examples and/or established theory<br>▪ Using appropriate referencing system to acknowledge research sources<br>▪ Using appropriate language, vocabulary, and terminology<br>▪ Avoiding plagiarism<br>▪ Checking spelling, punctuation and grammar<br>▪ Reviewing and revising essay by self and seeking feedback from others<br><br>**Research methods** may be: primary, secondary, quantitative, qualitative etc.<br><br>**Structuring an essay**:<br><br>▪ Introduction – outline the topic, background to research methods<br>▪ Body of text – inclusion of 2-3 main points, outcomes from primary and secondary research, supporting theory<br>▪ The conclusion – reference back to essay title, summary of main points or arguments, closing statement<br><br>**Academic referencing** includes: footnotes and endnotes, Harvard referencing, in-text citations, bibliography,<br><br>**Plagiarism** means taking someone else's work and presenting it as your own. |

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**Unit Title:** Identity and Cultural Diversity
**Unit Reference Number:** F/508/5568

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

In this unit, the learner will develop an understanding of identity and cultural diversity.

| **Learning Outcomes**<br><br>The learner will: | **Assessment Criteria**<br><br>The learner can: |
|---|---|
| 1 Understand the meanings of the terms 'social diversity' and 'social inclusion' | 1.1 Describe the key features of social diversity |
| | 1.2 Define the term 'social inclusion' |
| | 1.3 Describe the key features of diversity (e.g. ethnicity, gender) |
| | 1.4 Identify bodies who work on equality/diversity issues (e.g. CEHR) |
| 2 Understand equality, discrimination and prejudice | 2.1 Give examples of inequality in a range of situations |
| | 2.2 Explain the differences between discrimination and prejudice |
| | 2.3 Give examples of positive and negative stereotyping |
| 3 Understand the diversity of communities | 3.1 Describe the common characteristics of a range of diverse groups in society |
| | 3.2 Explain how society can benefit from a diverse society |

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## Indicative Content

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

**Social diversity** is "the different ways that make people who they are" - Social Sciences 101: What Is Social Diversity? (reference.com)

**Social Inclusion** is "the act of making all groups of people in society feel valued and important" – (Social inclusion definition and meaning | Collins English Dictionary (collinsdictionary.com)

**Key features of diversity include:**

- Gender
- Race
- Language
- Sexual orientation
- Religious beliefs
- Ethnicity
- Age

**Different bodies that work on equality/diversity issues**

- IDEA (Improvement and Development Agency)
- EFLG (Equality Framework for Local Government)
- ACAS (Advisory, Conciliation and Arbitration Service)
- Skills for Business Network
- Investors in People
- EHRC (The Equality and Human Rights Commission)

**Inequality** relates "to an unfair situation in society when some people have more opportunities, money etc, than other people". – https://dictionary.cambridge.org/dictionary/english/inequality

**Discrimination** is treating others or a group of people unfairly because you have pre-judged them based on a feature or characteristic

**Prejudice** is having negative or unreasonable thoughts about a group of people based on a feature or characteristic

Stereotyping is having inaccurate thoughts or opinions about individuals or groups which categorises them and influences the way they are treated

**Diverse cultural groups**

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

**Benefits of a diverse society include:**

- Increased creativity and innovation
- Improved productivity
- Greater teamwork
- Reduced conflicts
- Improved skills

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**Unit Title:** Managing Your Own Money
**Unit Reference Number:** M/508/5579

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

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

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1 Be able to produce a budget | 1.1 Carry out suitable calculations to plan outgoings and income |
| 2 Know ways to buy and invest on credit | 2.1 Identify different sources of credit |
| 3 Understand the responsibilities of using credit for outgoings and investing | 3.1 Describe the responsibilities of using credit for outgoings and investing |
| 4 Understand the potential problems of using credit | 4.1 Describe the potential problems of using credit |

**Indicative Content**

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

**Personal budget**

- Range of income – earned (salary, wages, overtime, interest on savings etc) and unearned (monetary gifts, benefits etc)
- Range of expenditure – mandatory, essential and discretionary
- Recording income and expenditure
- Prioritising household expenditure items – essential and non-essential, reducing non-essential expenditure, impact of over-spending
- Calculating budget surplus or deficits
- Understand the term 'disposable income'
- Check your budget using a calculator

**Credit**

- **Types of credit** include: overdrafts, credit cards, student loans, bank loans, mortgages etc
- **Responsibilities** of using credit – to pay on time, not to borrow more than you can repay
- **Potential problems** – you can easily be tempted to spend more than you can afford, inability to make repayments, high interest charges added to the amount owed, possible repossession of personal possessions.

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**Unit Title:** Organisation and Evaluation of Study
**Unit Reference Number:** A/618/1788

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

In this unit, the learner will develop skills to monitor and plan their study time to prioritise tasks to meet deadlines. They will develop a greater understanding of how they learn and be able to assess and review their existing strengths and weaknesses.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Be able to monitor and record own work | 1.1 Demonstrate how to monitor and record own work |
| 2 Be able to manage study time and organise own work | 2.1 Use a plan to order and prioritise tasks to meet set deadlines |
| 3 Be able to identify and describe own learning style | 3.1 Describe a range of learning styles |
| | 3.2 Identify own learning style |
| | 3.3 Describe ways to improve own learning and performance |
| 4 Be able to review own work | 4.1 Describe own strengths and weaknesses |
| | 4.2 Use feedback from others to plan improvements or adapt work |

**Indicative Content**

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

**Monitoring own work** involves:

- Recording tasks and activities on a log
- Reflecting on tasks and performance
- Seeking feedback from others

**Planning study time** involves:

- Identifying tasks
- Prioritising tasks
- Creating an action plan which shows tasks, sets deadlines and identifies any support that may be needed
- Carrying out planned tasks

**Learning styles** include: visual, auditory, reflective, kinesthetics

**Reviewing own work** involves:

- Reviewing own strengths and weaknesses
- Using feedback from a relevant person such as a tutor, assessor, manager, supervisor etc.
- Identifying targets that have been met
- Identifying areas for improvement

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**Unit Title:** Practical Presentation Skills
**Unit Reference Number:** F/618/1789

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

The purpose of this unit is to develop skills in planning, preparing and delivering a presentation. They will be able to assess their own performance using feedback from members of their audience.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the skills involved in preparing and delivering presentations | 1.1 Give reasons why presentations may be necessary |
| | 1.2 Describe the most common delivery styles and structures for presentations |
| | 1.3 Explain the importance of:<br>a) Preparation<br>b) Planning<br>c) Presentation<br>d) Performance |
| | 1.4 Describe the main elements that make up each of the above |
| 2 Be able to use different visual aids and delivery styles in presentations | 2.1 Select a variety of visual aids for use within given presentations |
| | 2.2 Give reasons for selection of the visual aids used |
| | 2.3 Use a selected delivery style for given presentations |
| | 2.4 Give reasons for using delivery style chosen |
| 3 Be able to plan a presentation | 3.1 Identify sources of information |
| | 3.2 Select different sources of information relevant to the topic of presentation |
| | 3.3 Follow a given structure to plan a presentation for a given task |
| 4 Be able to deliver a presentation | 4.1 Introduce topic clearly |
| | 4.2 Speak audibly, using tone and register appropriate to the audience and level of formality |
| | 4.3 Present material logically, linking ideas together |
| | 4.4 Explain key concepts |
| | 4.5 Use appropriate evidence to support the ideas, arguments and opinions presented |
| | 4.6 Present an effective conclusion |
| 5 Be able to assess performance and identify areas for improvement | 5.1 Assess own performance |
| | 5.2 Obtain feedback from audience |
| | 5.3 Identify areas for own improvement |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.** |

**Reasons for presentations** may include: interviews, sales demonstrations, presenting information, reporting outcomes etc.

**Preparing for a presentation** should take into account:

- the audience.
- the purpose of the presentation.
- how long you have.
- appropriate strategies and techniques to attract and maintain the audience's interest.
- availability of audio and visual aids.

**Planning a presentation** involves:

- Researching topic and/or gathering relevant information.
- Putting information into a logical order.
- Considering questions that may be asked and plan answers.
- Preparing the use of visual aids to support presentation.
- Planning a conclusion or summary for the end.

**Presenting to others** effectively includes:

- speaking clearly, not rushing, being natural, standing in a good position, keeping it simple and straightforward.
- use of supporting aids such as slideshows, notes, video, film, images, real objects, use colour.
- speaking skills such as pitch, tone and volume.
- presentation styles such as informal or formal.
- body language such as posture, gesture, facial expressions, hand signals.

**Performance is enhanced** by handling questions well, listening carefully, seeking clarification if you don't understand what is being asked, answering directly, concisely and with clarity, responding positively to criticism or comments etc.

**Visual aids** may include: slides, charts and graphs, flip charts, images, samples and products etc.

**Sources of information** may be: primary or secondary, quantitative or qualitative, paper-based, online etc.

**Assessing own performance** involves considering:

- what went well.
- what could have been done better.
- obtain feedback from others.
- what improvements/changes might be made in the future.

**Unit Title:** Prejudice and Discrimination
**Unit Reference Number:** T/618/1790

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

The aim of this unit is to develop an understanding of prejudice, discrimination and stereotyping and the consequences of such attitudes on individuals and the workplace

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the meaning of the terms 'prejudice' and 'discrimination' | 1.1 Define the terms 'prejudice' and 'discrimination' |
| | 1.2 Explain the difference between prejudice and discrimination |
| 2 Know about stereotypical attitudes | 2.1 Describe different stereotypes |
| | 2.2 Outline positive and negative factors in relation to stereotypes |
| 3 Know about the origins of attitudes | 3.1 Examine how attitudes have been formed |
| | 3.2 Identify ways in which attitudes may be challenged |
| 4 Know the consequences of prejudice and discrimination | 4.1 Describe ways in which prejudice may manifest itself |
| | 4.2 Describe how discrimination may be positive and negative |
| | 4.3 Explain how discrimination can lead to disadvantage |
| | 4.4 Describe how prejudice may be positive and negative |
| | 4.5 Explain how prejudice can lead to disadvantage |
| 5 Know the importance of equal opportunities policies | 5.1 Explain the meaning of 'equal opportunities' |
| | 5.2 Describe the value of equal opportunities policies |

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## Indicative Content

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

**Prejudice** is having negative or unreasonable thoughts about a group of people based on a feature or characteristic.

**Discrimination** is treating others or a group of people unfairly because you have pre-judged them based on a feature or characteristic.

**Stereotyping** is having inaccurate thoughts or opinions about individuals or groups which categorises them and influences the way they are treated.

**Examples of stereotyping** may include:

- All black people are good at sport
- All men are strong and tough
- Women are good cooks
- Men don't cry
- Women are emotional

**Consequences of prejudice and discrimination on** individuals include: stress and anxiety, behavioural changes, mental health issues, social isolation, low self-esteem, suicidal thoughts etc.

**Consequences of prejudice and discrimination on the workplace** include: low morale, poor productivity, absenteeism, skills shortages, poor communications, lack of trust etc.

**Equal Opportunities** means treating everyone the same regardless of:

- Age
- Disability
- Gender
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

**The value of equal opportunities policies include:**

- Increased creativity and innovation
- Improved productivity
- Greater teamwork
- Reduced conflicts
- Improved skills

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**Unit Title:** Presentation Software
**Unit Reference Number:** A/618/1791

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

In this unit, learners will demonstrate their ability to create a presentation using appropriate presentation software. They will structure, edit and format slides for a specific presentation purpose.

| **Learning Outcomes**<br><br>The learner will: | **Assessment Criteria**<br><br>The learner can: |
|---|---|
| 1 Input and combine text and other information within presentation slides | 1.1 Identify what types of information are required for the presentation |
| | 1.2 Enter text and other information using layouts appropriate to type of information |
| | 1.3 Insert charts and tables into presentation slides |
| | 1.4 Insert images, video or sound to enhance the presentation |
| | 1.5 Identify any constraints which may affect the presentation |
| | 1.6 Organise and combine information of different forms or from different sources for presentations |
| | 1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available |
| 2 Use presentation software tools to structure, edit and format slide sequences | 2.1 Identify what slide structure and themes to use |
| | 2.2 Select, change and use appropriate templates for slides |
| | 2.3 Select and use appropriate techniques to edit slides and presentations to meet needs |
| | 2.4 Select and use appropriate techniques to format slides and presentations |
| | 2.5 Identify what presentation effects to use to enhance the presentation |
| | 2.6 Select and use animation and transition effects appropriately to enhance slide sequences |
| 3 Prepare slideshow for presentation | 3.1 Describe how to present slides to meet needs and communicate effectively |
| | 3.2 Prepare slideshow for presentation |
| | 3.3 Check presentation meets needs, using IT tools and making corrections as necessary |
| | 3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Presentation software** may include: PowerPoint, Prezi, Canva, LibreOffice, Google Slides etc.<br><br>**Copyright constraints** ensures that the authors rights are protected and that their work is not used by others without permission.<br><br>**Presentation slides** may combine: text, charts, images, tables, videos, sound etc.<br><br>**Using presentation software** involves:<br><br>▪ Selecting and using templates, slide structures and themes<br>▪ Entering information and text onto slides<br>▪ Editing and formatting slide content<br>▪ Combining information from different forms or sources<br>▪ Storing and retrieving presentation files<br>▪ Using effects to enhance presentations<br>▪ Using animation and transition effects<br>▪ Preparing slides for presentation<br>▪ Amending slides as appropriate<br>▪ Checking slides using tools such as Spellcheck |

**Unit Title:** Research Skills
**Unit Reference Number:** F/618/1792

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

The purpose of this unit is to develop research skills so that learners may plan, undertake and report a piece of research. In addition, learners will be encouraged to evaluate their research methods.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand different types of research methods and their uses | 1.1 Describe the methodology of research methods |
| | 1.2 Describe how different methods can be used for a variety of research purposes |
| 2 Know how to plan a piece of research | 2.1 Describe how to identify research aims for a relevant topic of research |
| | 2.2 Describe how to plan a research design model |
| 3 Know how to report on a piece of research | 3.1 Describe how to produce a research report that:<br>a) Uses a standard format<br>b) Presents information<br>c) Describes findings in relation to the research aims |
| | 3.2 Describe how to use an accepted method of referencing for source material |
| 4 Know how to evaluate a piece of research | 4.1 Describe the process for evaluating the outcomes of research |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.** |

**Types of Research**: primary and secondary, quantitative and qualitative, formal or informal, action research, experimental.

**A research design model** involves:

- Defining the problem
- Reviewing relevant literature
- Choosing methods of research
- Formulating hypothesis – what do you want to test/find out?
- Carrying out research
- Analysis and interpreting the gathered information
- Collating and reporting research findings

**Format of a research report** may include:

- Title page
- Tables of contents
- Executive summary or Abstract
- Introduction
- Research Methodology
- Results and findings
- Discussion
- Conclusion and/or recommendations
- Appendix
- References

**Academic referencing** includes: footnotes and endnotes, Harvard referencing, in-text citations, bibliography.

**Processes for evaluating outcomes of research** include: reflection of merits and limitations of chosen methods, reflecting on research processes and methods, considering the quality of the research outcomes.

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**Unit Title:** Research Skills for Academic Study
**Unit Reference Number:** J/618/1793

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

The aim of this unit is to develop research methods to support and inform academic study. Learners will be encouraged to consider a range of different sources of information and determine those most suitable for their own study needs.

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1 Understand how to plan research on a given topic | 1.1 Define the purpose and form of research to be undertaken |
| | 1.2 Select a range of sources to use to carry out research |
| 2 Be able to assess the reliability of a range of different types of information sources | 2.1 Assess different types of information sources, commenting on their reliability |
| 3 Know how to utilise information to inform own writing | 3.1 Describe ways of using information to inform own writing |
| | 3.2 Describe the importance of acknowledging sources |
| | 3.3 Describe the use of footnotes, endnotes, references and bibliographies |
| 4 Be able to utilise information to inform own writing | 4.1 Use research information to inform own writing |

**Indicative Content**

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

**Purpose and Forms of Research** may include: descriptive, exploratory, explanatory.

**Sources of Research** may include: primary and secondary, quantitative and qualitative, action research.

**Assessing information sources** includes: reflection of merits and limitations of chosen methods, reflecting on research processes and methods, considering the quality of the research outcomes, considering the reliability of sources of information.

**Using information to inform writing** involves:

- Defining the problem
- Reviewing relevant literature
- Choosing methods of research
- Formulating hypothesis – what do you want to test/find out
- Carrying out research
- Analysing and interpreting the gathered information
- Collating and reporting research findings

**Academic referencing** includes: footnotes and endnotes, Harvard referencing, in-text citations, bibliography.

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**Unit Title:** Researching and Understanding Opportunities for Study in Higher Education
**Unit Reference Number:** L/618/1794

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

In this unit, learners will learn about the different study opportunities in Higher Education and consider the advantages and disadvantages of various options. They will produce an action plan for development of graduate related abilities and produce an outline for an application for entry to an HE institution.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand study opportunities available in Higher Education | 1.1 Assess information about Higher Education study opportunities which relate to own interests and aspirations |
| 2 Understand the advantages and disadvantages of choosing a particular Higher Education course | 2.1 Compare the advantages and disadvantages of a course in relation to own personal development, career aspirations and circumstances |
| 3 Be able to produce an action plan for the development of graduate career-related abilities and skills | 3.1 Identify the abilities and skills to access a chosen graduate career path |
| | 3.2 Produce an action plan to develop the abilities and skills to access a chosen graduate career path |
| 4 Understand the importance of broader life experiences and transferable skills in relation to progression to Higher Education | 4.1 Assess the importance of life experiences and transferable skills to progress to Higher Education |
| | 4.2 Develop an outline application for entry into a Higher Education institution |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Higher Education Study opportunities** include: diplomas, bachelor degrees, foundation degrees, post-graduate degrees, full time and part time courses, Open university courses, teacher training (undergraduate and post-graduate),<br><br>**Considerations when choosing a HE course** include: cost, duration, study time, location, existing skills, personal responsibilities and dependents, career progression, future career opportunities etc.<br><br>**Action planning for development of graduate career-related abilities and skills** involves:<br><br>▪ Establishing the learning, abilities and skills that you need to develop<br>▪ Setting goals to be achieved<br>▪ Applying strategies to achieve goals<br>▪ Identifying resources to support achievement<br>▪ Setting deadlines for the achievement of goals<br><br>**Life experiences and transferable skills** relevant to Higher Education learning include: problem solving, time management, interpersonal skills, communication skills, decision-making, leadership, working under pressure, self-awareness, confidence,<br><br>**Higher Education applications** will include:<br><br>▪ Personal statement<br>▪ Education history and qualifications<br>▪ Employment history<br>▪ Attitude to learning and personal development<br>▪ Existing knowledge and commitment to subject matter<br>▪ Reference or written recommendation from a teacher, adviser, ex-employer or academic professional |

**Unit Title:** Stress and Stress Management Techniques
**Unit Reference Number:** R/618/1795

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit will assist learners to understand stress and stress management techniques. They will be able to recognise the signs and symptoms of stress and potential cause in everyday life. Learners will be able to construct a personal plan to deal with stress.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the term 'stress' | 1.1 Define what stress is |
| | 1.2 Identify different types of stress |
| 2 Be able to recognise signs and symptoms of stress | 2.1 List signs and symptoms of stress that may affect an individual |
| | 2.2 Relate signs and symptoms of stress to its long-term influence on personal health |
| 3 Know how stress affects health | 3.1 Describe how stress can reduce personal health |
| | 3.2 Identify conditions and disorders associated with stress |
| 4 Know about potential causes of stress in everyday life | 4.1 Describe a range of causes of stress in different settings |
| | 4.2 Assess potential causes of stress in their own life |
| 5 Be able to design a personal plan to combat stress | 5.1 Explain a limited range of techniques used to manage stress |
| | 5.2 Use a range of techniques to manage stress |

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| Indicative Content |
|---|

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

**Definitions of stress** include:

- 'Any type of change that causes physical, emotional, or psychological strain' (Scott. 2020). https://www.verywellmind.com/
- Stress is an imbalance between a demand and an organism's capacity to respond (McGrath. 1970)
- The experience of realising that your situation or environment is taxing your resources (Lazarus. 1984)
- Complete freedom from stress is death, as all human activity involves stress (Hans Selye. 1974)

**Signs and symptoms of stress** may be:

- Physical: muscle tension, skin conditions, increased heart rate, nervous digestion, breathing problems, hypertension, hair loss, headaches
- Mental: irrational or suicidal thoughts, low self-esteem, procrastination, inability to listen, making mistakes, being accident prone, blaming self and others
- Emotional: depression, sadness, fear, anxiety, anger, boredom, loneliness, jealousy, helplessness
- Behavioural: eating more or less, crying, withdrawn, aggression, risk taking, alcohol or drug abuse

**Effects of stress** include:

- Reduced immunity increases risk of illnesses like colds, flu
- Physical – High blood pressure, high cholesterol levels, heart disease, stroke, some cancers, irritable bowel syndrome
- Mental – depression, anxiety, substance misuse, eating disorders.

Stress effects many body systems and can lower immunity and may contribute to the development of several chronic health condition.

**Causes of stress** may include:

- Perception, e.g., how we see things. Not everyone will experience stress in the same situation.
- Personal experiences and comfort zones, e.g., knowledge of resources and ability to handle situations we have experienced before (or not)
- Cultural and social background, e.g., role-modelling and seeing how others coped or managed in different circumstances
- Environment, e.g., employment/unemployment, relationships (healthy or breakdown), health or ill-health, finances available or poverty
- Inner resources, e.g., personality type, hardy personality, inner locus of control
- Coping mechanisms, we have available and extent to which these are effective or ineffective, e.g., friend to speak with, exercise, meditation versus comfort eating, misuse of alcohol, smoking etc.
- Support systems, e.g., external (friends, family, finances, ability to access help) or internal (e.g., personality, locus of control, self-esteem and belief in ourselves to handle situations)

**Techniques for managing stress** involves being active, taking control, talking to friends and family, setting aside some quality time for self and family, setting goals and challenges, avoiding unhealthy habits such as alcohol, smoking and drugs, being positive, getting good sleep etc.

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**Unit Title:** Time Management
**Unit Reference Number:** Y/618/1796

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

This unit is about understanding the principles of time management and how to use time effectively to reduce stress.

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1 Know how they spends their time | 1.1 Estimate the number of hours they spend over a three-day period on the following:<br>▪ Sleeping<br>▪ Eating<br>▪ Working<br>▪ Studying<br>▪ Socialising |
| | 1.2 Assess each of the activities against the following criteria:<br>▪ Productive time<br>▪ Maintenance time<br>▪ Leisure time |
| | 1.3 Assess how they use time effectivity |
| 2 Understand time management | 2.1 Describe what is meant by 'time management' |
| | 2.2 Illustrate how they use time management skills for their use of time for two priorities in their daily life |
| 3 Know how to use time management as a way of reducing stress | 3.1 Describe two examples of physical symptoms of stress |
| | 3.2 Describe two examples of emotional reactions to stress |
| | 3.3 Describe examples of ways people suffering with stress behave |
| | 3.4 Describe how time management can help reduce stress |
| | 3.5 Assess the effectiveness of reducing stress |

**Indicative Content**

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

**How learner spends their time**

The learner must record the number of hours they spend:

- Sleeping
- Eating
- Working
- Studying
- Socialising

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

This 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 assess whether these are an effective use of their time.

**Understand time management**

**Time management skills include:**

- Focus
- Concentration on tasks
- Prioritising
- Planning
- Dealing with distractions
- Dealing with interruptions
- Goal setting
- Contingencies
- To do lists
- Taking on too much

Using time management skills in daily life for:

- Studying
- Work
- Hobbies
- Home
- Friends

**Using time management as a way of reducing stress**

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, e.g.:

- Lack of energy
- Aches and pains
- Nausea
- Dizziness
- Rapid heartbeat

Give two examples of emotional reactions to stress, e.g.:

- Anger
- Agitation
- Aggression
- Depression
- Moody
- Irritable
- Short temper
- Loneliness
- Isolation

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Give examples of ways people suffering with stress behave, e.g.:

- Eating more
- Eating less
- Neglecting responsibilities
- Nail biting
- Pacing

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.

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**Unit Title:** Word Processing Software
**Unit Reference Number:** D/618/1797

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

The aim of this unit is to develop skills in using word processing software to create, edit, format and present text-based documents.

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1 Enter and combine text and other information within word processing documents | 1.1 Identify types of information that are needed in documents |
| | 1.2 Use appropriate techniques to enter text and other information accurately and efficiently |
| | 1.3 Select appropriate templates for different purposes |
| | 1.4 Use selected templates to create word processed documents |
| | 1.5 Identify when it would be necessary to combine and merge information from other software and/or other documents |
| | 1.6 Combine and merge information from other software or other documents |
| | 1.7 Use a range of editing tools to amend document content |
| | 1.8 Store document and template files effectively |
| | 1.9 Retrieve document and template files effectively, in line with local guidelines and conventions where available |
| 2 Create and modify layout and structures for word processed documents | 2.1 Identify structure and style for the documents required |
| | 2.2 Identify available templates and styles that would be suitable for the documents required |
| | 2.3 Organise information by:<br>a) Creating columns, tables and forms<br>b) Modifying columns, tables and forms |
| | 2.4 Select and apply styles to text |
| 3 Use word processing software tools to format and present documents to meet requirements | 3.1 Identify how the document should be formatted to aid meaning |
| | 3.2 Use appropriate techniques to format characters and paragraphs |
| | 3.3 Use appropriate page and section layouts to present and print documents |
| | 3.4 Describe any quality problems that have occurred during the production of the documents |
| | 3.5 Check that the documents meet needs, using IT tools and making corrections as necessary |
| | 3.6 Respond appropriately to quality problems with documents so that outcomes meet identified needs |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>Types of information in documents may include: text, numbers, symbols, tables, images etc.<br><br>Text and other information may be entered into blank documents, template, tables, forms etc.<br><br>Templates may include CVs, table of contents, reports, certificate invitations, invoices, letterheads, brochures etc.<br><br>Editing tools that may be used include inserting text, copy and paste, delete, columns and rows, headings, alignments (left, centre, right, justified), bullets and numbering, merging text from other software and documents etc.<br><br>Presentation and formatting tools may include bold, italic, underlining, fonts, colour and size of text, paragraph formatting (indents, hanging indents, spacing), page layouts (margins, page size), columns, tables and forms etc.<br><br>Documents may be stored on a hard drive, pen dive, external drive, cloud etc.<br><br>Checking documents involves: spell check, grammar check, proof-reading etc. |

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**Unit Title:** Using Email
**Unit Reference Number:** H/618/1798

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

Through this unit, learners will demonstrate their ability to use an email system to send and receive emails according to guidelines and procedures.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Be able to use email software tools and techniques to compose and send messages | 1.1 Select and use software tools to compose and format email messages, including attachments |
| | 1.2 Determine the message size and how it can be reduced |
| | 1.3 Send email messages to individuals and groups |
| | 1.4 Describe how to stay safe and respect others when using email |
| | 1.5 Use an address book to organise contact information |
| 2 Be able to manage incoming email effectively | 2.1 Follow guidelines and procedures for using email |
| | 2.2 Read and respond to email messages appropriately |
| | 2.3 Use email software tools and techniques to automate responses |
| | 2.4 Describe how to archive email messages, including attachments |
| | 2.5 Organise, store and archive email messages effectively |
| | 2.6 Respond appropriately to email problems |

**Indicative Content**

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

Learners will need to demonstrate using email systems to include the following:

- Compose and format email messages
- Attach files and documents to email messages
- Send emails to individuals and groups
- Use the address book to store and retrieve contact information
- Follow guidelines and procedures for using email systems
- Use email systems safely and with respect for others
- Respond to email messages
- Set up automatic responses (out of office)
- Delete unwanted emails
- Organise and store emails
- Deal with common email problems
- Archive email messages and attachments

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**Unit Title:** Chemistry and Our Earth
**Unit Reference Number:** K/618/1799

**Credit Value of Unit:** 5 **GLH of Unit:** 50 **Level of Unit:** 2

**Introduction**

Through this unit learners will develop knowledge and understanding of basic chemical principles and techniques. They will learn how the environmental chemistry of the Earth has and is changing.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Know how uses of chemical substances depend upon their chemical and physical properties | 1.1 Describe physical and chemical properties of chemical substances |
| | 1.2 Describe how chemical substances are used based on their physical properties |
| | 1.3 Describe how chemical substances are used based on their chemical properties |
| 2 Know about chemical reactivity and bonding | 2.1 Describe the physical and chemical properties of group 1 and 7 elements |
| | 2.2 Describe the formation of ionic compounds in terms of electron transfer |
| | 2.3 Describe the formation of covalent compounds in terms of electron sharing |
| | 2.4 Relate properties of typical ionic and covalent compounds to their bonding |
| 3 Be able to investigate the factors that affect the rate of chemical reactions | 3.1 Describe the factors that can affect the rates of chemical reactions |
| | 3.2 Carry out an investigation to establish how factors affect the rates of chemical reactions |
| 4 Know the factors that are affecting the Earth and its environment | 4.1 Describe human activities that are affecting the Earth and its environment |
| | 4.2 Describe natural factors that have changed the surface and atmosphere of the Earth over time |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Know how uses of chemical substances depend upon their chemical and physical properties**<br><br>Elements, compounds and mixtures, the arrangement of atoms in solids, liquids and gases, atomic structure.<br>Physical properties e.g. density, hardness, melting point, boiling point, electrical conductivity, thermal conductivity, solubility. Chemical properties e.g. reactivity, acidity, toxicity, flammability.<br>Uses linked to physical properties e.g. diamond, graphite, graphene, metals, polymers, alloys, composites, nano particles. Uses linked to chemical properties e.g. cleaning chemicals, anti-microbial products, corrosion resistance, pesticides, fire extinguishers. |
| **Know about chemical reactivity and bonding**<br><br>Group 1: electronic structure, metallic bonding, melting and boiling points, density, reactivity trend, reactions with water, oxygen and the halogens.<br>Group 7: electronic structure, states at room temp, reactivity trend, reaction with iron, displacement reactions.<br>Ionic bonding – formation of ions, dot and cross diagrams, formulae. Structure linked to properties e.g. melting points, solubility, electrical conductivity when molten or in solution, brittleness.<br>Covalent bonding – dot and cross diagrams, single and double bonds. Structure linked to properties, molecular - low melting and boiling points, do not conduct electricity; giant – comparison of diamond and graphite. |
| **Be able to investigate the factors that affect the rate of chemical reactions**<br><br>The collision theory – effect of changes in temperature, pressure, surface area, concentration and addition of a catalyst.<br>Practical investigation e.g. reaction between marbles chips and HCl – changing concentration/temperature/surface area, recording mass loss/volumes of gas, plotting graphs. |
| **Know the factors that are affecting the Earth and its environment**<br><br>Human activities e.g. use of fossil fuels, mineral extraction, agriculture, fisheries, water use, urbanisation<br>Atmosphere structure and composition.<br>Evolution of the Earth's atmosphere, natural processes that maintain the composition of the atmosphere e.g. respiration and photosynthesis, the concept of equilibrium.<br>Changes to the Earth's surface e.g. plate tectonics, erosion, earthquakes, volcanoes etc. |

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**Unit Title:** Energy and Our Universe
**Unit Reference Number:** R/618/1800

**Credit Value of Unit:** 5 **GLH of Unit:** 50 **Level of Unit:** 2

**Introduction**

Through this unit learners will develop an understanding of the components of the electromagnetic spectrum, energy generation and the solar system.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Be able to investigate energy transformations | 1.1 Carry out practical investigations that demonstrate how various types of energy can be transformed |
| 2 Know properties and applications of waves and radiation | 2.1 Describe the trends and patterns in the electromagnetic spectrum |
| | 2.2 Give examples of radio and light radio waves being used in communication |
| 3 Know properties and applications of ionising radiations | 3.1 Describe different types of ionising radiations |
| | 3.2 Identify one application of each of the ionising radiations in the modern world |
| | 3.3 Describe the benefits that using ionising radiations brings to the modern world |
| 4 Know how electrical energy that is generated from different sources can be transferred to electrical circuits in the home and industry | 4.1 Describe methods of generating electricity from different energy sources |
| | 4.2 Describe the stages involved in transferring electrical energy from a power station to homes or industry |
| 5 Know the components of the solar system and the way the universe is changing | 5.1 Explain the structure of the universe and our solar system |
| | 5.2 Identify trends and patterns in given quantitative data about the components in the solar system |
| | 5.3 Identify evidence that shows the dynamic nature of the universe |
| 6 Know the methods used to explore space | 6.1 Describe different methods used to observe the universe |

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## Indicative Content

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

**Be able to investigate energy transformations**
Energy stores: chemical, kinetic, gravitational, elastic, thermal, magnetic, electrostatic, nuclear.
Energy transfers: electrically, mechanically, heating, radiation of light and sound.
Practical investigation e.g. transfer of energy from chemical into heat and light in exothermic reactions such as combustion; energy transfer in a kettle, pendulums, dynamos etc.

**Know properties and applications of waves and radiation**
Electromagnetic spectrum – radio, microwave, IR, visible, UV, x-ray, gamma, decreasing wavelength, increasing frequency – describing waves.
Use of radio waves for communication e.g. TV, radio, use of microwaves for communication e.g. mobile phones.

**Know properties and applications of ionising radiations**
Ionisation – the removal of an electron from an atom or molecule, x- rays and gamma rays, ionising radiation from nuclear decay – alpha, beta, gamma.
Applications of ionising radiation e.g. x-rays, medical diagnosis and treatment, sterilisation of medical equipment, food preservation, radiotherapy.
Risks of ionising radiation – cell damage, cancer etc.
Benefits of using ionising radiation – medical diagnosis and treatment, manufacturing, energy production.
**Know how electrical energy that is generated from different sources can be transferred to electrical circuits in the home and industry**
Electricity generation: turbines and generators – fossil fuels, nuclear, turbines – wind, hydroelectric, tidal, wave, geothermal, photovoltaic cells – solar.
The National Grid, transformers – step up and step down, energy loss, $P = I^2 \times R$, domestic ring mains – live, neutral, earth.

**Know the components of the solar system and the way the universe is changing**
Universe – large collection of billions of galaxies, galaxy – large collection of billions of stars, solar system is in the Milky Way galaxy.
The Solar system – sun with orbiting planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, moons, dwarf planets, asteroids, comets, meteoroids.
Gravitational fields and stable orbits.
Quantitative data trends and patterns e.g. surface temperature, orbital speed, relative size, mass,
Characteristics of the planets e.g. atmosphere, satellite and ring systems.
Evidence for the Big Bang Theory – red shift & the Doppler effect, cosmic microwave background radiation.

**Know the methods used to explore space**
Optical telescopes.
Space telescopes e.g. Hubble.
Space probes – e.g. Viking 1 and Viking 2, Mars; take photos of the surface.
Landers – touch down and take soil samples for analysis.

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**Unit Title:** Aspects of Energy
**Unit Reference Number:** Y/618/1801

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

Through this unit learners will develop an understanding of the conservation of energy and key aspects of light, heat and electrical energies.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand a range of optical phenomena | 1.1 Describe reflection, refraction and dispersion |
| | 1.2 Give examples of their use |
| | 1.3 Distinguish between the properties of converging and diverging lenses |
| 2 Understand the relationship between temperature and heat | 2.1 Describe simple kinetic theory |
| | 2.2 Distinguish between temperature and heat |
| | 2.3 Measure temperature and specific heat capacity |
| 3 Understand simple electrical circuits | 3.1 Build circuits involving cells, bulbs and switches and comment on the brightness in terms of current |
| | 3.2 Outline the meaning of potential difference, current and resistance using correct units |
| | 3.3 Perform simple calculations involving V=IR and P=IV to determine resistance and current |
| 4 Know that the principle of conservation of energy controls conversion processes | 4.1 State the types of energy that exist in the physical world |
| | 4.2 State the principle of conservation of energy and use it to explain energy conversion processes |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Understand a range of optical phenomena**<br>The wave theory of light – transverse waves.<br>Reflection – angle of incidence = angle of reflection; periscopes using mirrors.<br>Refraction – change in speed at border between different media, change in direction to or from normal, refractive index, total internal reflection, critical angle; lenses, microscopes, periscopes using prisms, binoculars, reflectors, optical fibres/endoscopes, telecommunications etc.<br>Dispersion – formation of a spectrum from white light passing through a prism, different colours have different speeds through the glass; rainbows, spectrometers, monochromators.<br>Converging lenses – concave, parallel light rays that enter converge to a focal point, focal length; used to correct short sightedness.<br>Diverging lenses – convex, parallel light rays that enter diverge, appear to originate from focal point on the other side of the lens; used to correct long sightedness.<br>Real and virtual images.<br><br>**Understand the relationship between temperature and heat**<br>The energy of particles in different states of matter.<br>Heat – transfer of thermal energy between molecules.<br>Temperature – average kinetic energy of molecules within a system.<br>Specific heat capacity – the energy required to increase the temp of 1 kg of a substance by $1^0$C.<br>Change in thermal energy = mass x specific heat capacity x temperature change.<br>Practical investigation to measure specific heat capacity.<br><br>**Understand simple electrical circuits**<br>Practical investigations using circuits.<br>Electric current is a flow of negative electrons.<br>Potential difference - how much energy is transferred between two points in a circuit; Volts.<br>Current – rate of flow of charge; Amps.<br>Resistance – resistance to the flow of charge; Ohms.<br><br>**Know that the principle of conservation of energy controls conversion processes**<br>Types of energy: kinetic, potential, gravitational, thermal, electrical, elastic, chemical, magnetic, nuclear.<br>Principle of conservation of energy – energy is not created or destroyed in any process.<br>Sankey diagrams.<br>Efficiency of energy transfers/conversions |

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**Unit Title:** Investigating Space
**Unit Reference Number:** D/618/1802

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

Through this unit learners will study the structure of our solar system and the conditions that have enabled life on Earth to evolve. They will learn how telescopes and space probes are used to investigate the solar system and how humans can survive in space.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Know the structure of our solar system | 1.1 Use a variety of resources to gather information on the characteristics of planets in our solar system |
| | 1.2 Describe the order of planets in our solar system |
| 2 Understand the characteristics of Earth that help it to sustain life | 2.1 Describe the characteristics of living organisms |
| | 2.2 Describe the characteristics of Earth that allow it to sustain living organisms |
| 3 Be able to create a planet simulation which will sustain life | 3.1 Create a planet simulation that will sustain life |
| 4 Understand how a telescope works | 4.1 Describe and label a diagram of a telescope |
| | 4.2 Describe the types of lenses required to make a telescope |
| 5 Be able to design and create a telescope | 5.1 Design and create a basic telescope |
| 6 Understand how humans survive in space | 6.1 Describe the conditions necessary to sustain human life in space |
| 7 Understand the role and features of a space probe | 7.1 Describe the types of data collected and analysed by space probes |
| 8 Be able to design a space probe | 8.1 Design and select materials to create a Mars Lander simulation to support a delicate object |
| | 8.2 Create a Mars Lander simulation to support a delicate object |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Know the structure of our solar system**<br>Solar system is in the Milky Way galaxy.<br>The Solar system – sun with orbiting planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, moons, dwarf planets, asteroids, comets, meteoroids.<br>Gravitational fields and stable orbits.<br>Independent research into quantitative data trends and patterns e.g. surface temperature, orbital speed, relative size, mass, characteristics of the planets e.g. atmosphere, satellite and ring systems. |
| **Understand the characteristics of Earth that help it to sustain life**<br>Characteristics of living organisms: order, response to the environment, reproduction, growth and development, regulation, homeostasis, and energy processing.<br>Conditions on Earth – distance from the sun, temperature, light, water, atmosphere – oxygen & carbon dioxide, ozone layer, magnetic field. |
| **Be able to create a planet simulation which will sustain life -** use suitable software to create a planet with conditions to sustain life. |
| **Understand how a telescope works**<br>Refracting telescope lenses – convex objective lens, eyepiece. |
| **Understand how humans survive in space**<br>Air, food, water, power.<br>Extreme conditions in space – temperatures, radiation. |
| **Understand the role and features of a space probe**<br>Space probes – unmanned, study Earth and/ or properties of space e.g. atmospheric composition, temperature, collect samples from the surface of planets for analysis, photos of the surfaces of planets etc. |
| **Be able to design a space probe - use** suitable software to design and create a Mars Lander. |

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**Unit Title:** Biology and Our Environment
**Unit Reference Number:** H/618/1803

**Credit Value of Unit:** 5 **GLH of Unit:** 50 **Level of Unit:** 2

**Introduction**

Through this unit learners will develop an understanding of the classification, interdependence and functioning of living organisms. They will study the environmental impacts of human activities and consider methods to mitigate those impacts.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Know about the functioning of organisms | 1.1 Describe the functions of the main organs and systems in plants and animals and relate this to their structure |
| | 1.2 Describe how the structure and function of an organ relates to the genes of the organism |
| 2 Be able to classify organisms | 2.1 Use simple identification keys to classify organisms |
| | 2.2 Identify the features of organisms from the different kingdoms |
| | 2.3 Classify organisms using these features |
| 3 Know about the relationship of organisms with their environment | 3.1 Describe the interdependence of organisms in terms of food webs |
| | 3.2 Describe how given organisms are adapted to a particular environment |
| 4 Understand the effects of human activity on the environment and how these effects can be measured | 4.1 Describe the impact that different human activities have on ecosystems |
| | 4.2 Describe how living and non-living indicators can be used to measure levels of pollutants |
| | 4.3 Describe the different methods used to help reduce the impact of human activities on ecosystems |
| 5 Know the factors which can affect and control human health | 5.1 Describe the different internal and external factors that affect human health |
| | 5.2 Identify the control mechanisms which enable the human body to maintain optimal health |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Know about the functioning of organisms**<br>Organ systems in humans: circulatory, respiratory, digestive, nervous, endocrine, excretory, reproductive.<br>Linking structure to function of organs e.g. heart structure, arteries, veins and capillaries; alveoli, diaphragm, ribs; ileum; motor, sensory and relay neurones, synapses, the eye; kidney structure, nephrons; male and female reproductive organs.<br>Organ systems in plants: leaf structure, root structure, transport – xylem and phloem; reproductive organs – stamen, stigma, ovaries.<br>Linking structure to function e.g. xylem and phloem; stomata, palisade layer, spongy mesophyll; anther & filament, style and stigma, petals.<br>Genes code for specific proteins; examples of genetic conditions that affect the functioning of organs e.g. cystic fibrosis, congenital heart disease.<br><br>**Be able to classify organisms**<br>Linnaean classification – Kingdom, phylum, class, order, family, genus, species.<br>Kingdoms – animals, plants, fungi, protists, prokaryotes.<br><br>**Know about the relationship of organisms with their environment**<br>Food chains and webs.<br>Pyramid of numbers, pyramid of biomass, pyramid of energy transfer.<br>Trophic levels – primary producers, primary, secondary, tertiary consumers.<br>Adaptations to environment – structural, behavioural, physiological e.g. camel, polar bear, cactus, extremophiles.<br><br>**Understand the effects of human activity on the environment and how these effects can be measured**<br>Human activities e.g. use of fossil fuels, mineral extraction, agriculture, fisheries, water use, urbanisation.<br>Ecosystem impacts e.g. habitat loss, climate change, air and water pollution, eutrophication.<br>Trent Biotic Index for freshwater species, lichen surveys – air pollution.<br>Chemical testing e.g. pH, turbidity, temperature, simple comparator tests for nitrate, ammonia, nitrite etc.<br>Mitigation e.g. Renewable energy sources, electric vehicles, recycling, habitat restoration, organic farming, no take zones, planning controls etc.<br><br>**Know the factors which can affect and control human health**<br>External e.g. social and economic development, physical environment, environmental pollution, lifestyle choices, infectious diseases etc.<br>Internal e.g. genetic/inherited, autoimmune conditions, organ failure etc.<br>Homeostasis – temperature, blood glucose, blood water content. |

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**Unit Title:** Environmental Science
**Unit Reference Number:** K/618/1804

**Credit Value of Unit:** 5 **GLH of Unit:** 50 **Level of Unit:** 2

**Introduction**

The aim of this unit is to introduce the learners to the significance of nutrient cycles, how human activities are affecting the environment and the role of recycling schemes.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Know the importance and functions of the carbon cycle | 1.1 Outline the importance of the carbon cycle |
| | 1.2 Describe the effects of human intervention on the carbon cycle |
| 2 Know the importance and functions of the nitrogen cycle | 2.1 Outline the importance of the nitrogen cycle |
| | 2.2 Outline some of the processes in the nitrogen cycle |
| 3 Know the processes that produce undesirable atmospheric changes | 3.1 Outline different factors that adversely change the atmosphere |
| | 3.2 Describe how both natural processes and human activities produce atmospheric changes |
| | 3.3 Describe how these processes may lead to global warming and/or destruction of the ozone layer |
| 4 Know the economic and social consequences of pollution caused by humans | 4.1 Give examples of how humans pollute local environments |
| | 4.2 Outline changes that can be attributed to human pollution locally and globally |
| 5 Understand the arguments for the continued expansion of recycling programmes | 5.1 Describe why it is important to recycle aluminium, glass, steel and plastic |
| | 5.2 Describe ways that these materials are recycled |
| | 5.3 Outline the reasons for expanding recycling programmes |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Know the importance and functions of the carbon cycle**<br>Cycling of nutrients through ecosystems.<br>Processes involved in the carbon cycle: photosynthesis, respiration, feeding and assimilation, death and decomposition, fossilisation, combustion.<br>Carbon stores: atmosphere, oceans, animals, plants, dead organic matter, fossil fuels.<br>Human impacts: burning fossil fuels/global climate change, deforestation/afforestation, agriculture – drainage of wetlands/habitat restoration, paddy fields, landfill sites, mining, intensive livestock production etc.<br><br>**Know the importance and functions of the nitrogen cycle**<br>Processes involved in the nitrogen cycle: the role of bacteria, nitrogen fixing, nitrification, denitrification, feeding and assimilation, death and decomposition, leaching, ionising processes e.g. lightning.<br>Nitrogen stores: atmosphere, animals, plants, dead organic matter, soil.<br><br>**Know the processes that produce undesirable atmospheric changes**<br>Normal composition of the atmosphere.<br>Atmospheric changes due to human activities e.g. greenhouse gases, acid rain, tropospheric ozone, smoke, photochemical smog etc.<br>Atmospheric changes due to natural processes e.g. volcanic eruptions, forest fires, changes in Earth's orbit, changes in the sun etc.<br>Global warming: natural greenhouse effect, enhanced greenhouse effect, greenhouse gases, absorbing IR radiation, increased temperatures.<br>Consequences of climate change.<br>Ozone depletion: role of stratospheric ozone, CFCs, catalytic breakdown of ozone.<br>Consequences of ozone depletion.<br><br>**Know the economic and social consequences of pollution caused by humans**<br>Local pollution e.g. oil, thermal pollution from power stations, pesticides, fertilisers/nutrients (eutrophication), sewage, mineral extraction, noise.<br>Impacts of local and global pollution e.g. impacts of climate change, acid rain, ozone depletion, habitat loss, species loss, overfishing, mineral extraction, thermal pollution etc.<br><br>**Understand the arguments for the continued expansion of recycling programmes**<br>The concept of a circular economy.<br>Importance of recycling: less extraction of finite resources e.g. oil, less energy, fewer emissions of greenhouse gases, less waste.<br>Aluminium: shredding, removal of decoration, melting into ingots, casting.<br>Glass: mixing, melting, shaping.<br>Steel: in a furnace – charging, melting, decarbonisation.<br>Plastic: baling, shredding, cleaning, melting and reforming. |

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**Unit Title:** The Living Body
**Unit Reference Number:** M/618/1805

**Credit Value of Unit:** 5 **GLH of Unit:** 50 **Level of Unit:** 2

**Introduction**

Through this unit learners will develop an understanding of key body systems and the role of enzymes in controlling metabolic reactions

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Know the role of enzymes as catalysts | 1.1 Describe the key features of enzymes |
| | 1.2 Outline the role of enzymes as catalysts |
| 2 Understand body systems | 2.1 Describe the structure of the digestive, respiratory, circulatory and renal systems |
| | 2.2 Outline the function of each system in maintaining health |
| 3 Know how the nervous and endocrine systems work | 3.1 Describe the components of a simple reflex arc |
| | 3.2 Identify the function of the main endocrine glands |
| | 3.3 Describe how the nervous and endocrine systems work to coordinate the body systems |
| 4 Know the structure and functions of the human reproductive system | 3.4 Outline the structure and functions of the male and female human reproductive system |

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## Indicative Content

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

**Know the role of enzymes as catalysts**
Enzymes: biological catalysts: proteins, active site, specificity to substrate, lock and key mechanism, induced fit theory, optimum temperature, optimum pH, denaturing.
Examples e.g. digestive enzymes: amylase, proteases, carbohydrases etc.

**Understand body systems**
Digestive system.
Function: breakdown and absorption of food and egestion of waste.
Structure: mouth, oesophagus, stomach, small intestine, large intestine, pancreas.
Role of liver and gall bladder.
Respiratory system.
Function: gas exchange between air and blood.
Structure: thorax, ribs, intercostals muscles, diaphragm, trachea, bronchi, bronchioles, alveoli, plural membranes.
Circulatory system.
Function: to transport substances to and from body cells in the blood.
Structure: heart, arteries, veins, capillaries.
Blood composition and function – red blood cells, white blood cells, platelets.
Renal system.
Function: excretion of waste and control of body water content.
Structure: kidneys, nephrons, ureter, bladder.

**Know how the nervous and endocrine systems work**
Reflex arc: stimulus, sensory receptor, sensory neurone, relay neurone, motor neurone, effector.
Endocrine glands.
Pituitary: FSH – egg development, LH – egg release, ADH- controls water content of blood.
Thyroid: thyroxine – controls metabolic rate.
Pancreas: insulin and glucagon – control blood glucose.
Adrenal glands: adrenaline – 'fight or flight'.
Testes: testosterone – controls development of male secondary sexual characteristics.
Ovaries: oestrogen – controls the development of female secondary sexual characteristics, progesterone – regulates menstrual cycle.
Hypothalamus – link between nervous system and endocrine system.

**Know the structure and functions of the human reproductive system**
Male reproductive system: scrotum, testes – production of sperm, sperm duct, penis, seminal vesicle – produces fluid to form semen.
Female reproductive system: ovaries – development and release of eggs, oviduct, uterus, womb, cervix, vagina.

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**Unit Title:** Forensic Science
**Unit Reference Number:** T/618/1806

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit provides the learner with the opportunity to learn about the key techniques used in forensic science.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the uses of chromatography to analyse soluble dyes | 1.1 Use chromatography techniques to separate soluble ink |
| | 1.2 Describe similarities and differences between chromatograms produced from two different inks |
| | 1.3 Use chromatograms and problem-solving skills to identify an ink sample to the pen used |
| 2 Be able to obtain and classify fingerprints | 2.1 Classify fingerprint samples and identify key differences |
| | 2.2 Obtain fingerprints from an individual and from an inanimate object |
| 3 Be able to identify the structure of different fibres | 3.1 Use a microscope and problem-solving skills to identify samples of fibres |
| 4 Know about steganography | 4.1 Describe methods that could be used to send covert messages |
| 5 Know how graphology can be used in forensic science | 5.1 Describe some of the primary characteristics used to analyse an individual's handwriting |
| | 5.2 Use basic characteristic handwriting features to compare handwriting samples |
| 6 Be able to use techniques for the analysis of similar substances from more than one source | 6.1 Follow food test procedures to compare two food substances obtained from more than one source |
| | 6.2 Describe food test procedures for each food group |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Understand the uses of chromatography to analyse soluble dyes**<br>Chromatography – used to separate a variety of mixtures according to affinity with the paper and solubility.<br>Practical investigation – chromatography of ink mixtures.<br>Rf values to identify inks from reference values and to compare different inks.<br><br>**Be able to obtain and classify fingerprints**<br>Fingerprint classification: basic ridge pattern - arch, loop, whorl.<br>Practical – ink fingerprints from an individual, lifting fingerprints from an object using dark powder and tape.<br><br>**Be able to identify the structure of different fibres**<br>Use of microscopes.<br><br>**Know about steganography**<br>Stenographic methods e.g. physical, digital, social, cyber, puzzles.<br><br>**Know how graphology can be used in forensic science**<br>Primary characteristics e.g. down strokes, up strokes, ovals, upper extensions, lower extensions; lower, middle and upper zones.<br><br>**Be able to use techniques for the analysis of similar substances from more than one source**<br>Food tests:<br>Iodine – starch.<br>Benedict's reagent – reducing and non-reducing sugars/glucose and sucrose.<br>Biuret test – protein.<br>Ethanol emulsion test– fats and lipids. |

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**Unit Title:** The Investigative Process, Principles and Practical Skills
**Unit Reference Number:** A/618/1807

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit gives learners the opportunity to develop skills in planning, implementing, analysing and evaluating a practical investigation.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Be able to produce a plan to test a hypothesis | 1.1 Produce a simple testable hypothesis |
| | 1.2 Produce a plan identifying variables which need to be controlled |
| | 1.3 Record apparatus/materials to implement the plan |
| 2 Be able to implement a practical investigation | 2.1 Follow instructions to carry out an investigation methodically |
| | 2.2 Use instruments to obtain consistent results |
| | 2.3 Make contemporaneous records |
| | 2.4 Record readings or observations |
| 3 Be able to work safely in the laboratory | 3.1 Carry out a risk assessment |
| | 3.2 Follow laboratory safety procedures |
| | 3.3 Handle and organise apparatus safely |
| | 3.4 Identify common hazard warning symbols |
| 4 Know how to interpret results | 4.1 Apply an appropriate numerical or graphical technique to the data |
| | 4.2 Describe trends |
| | 4.3 Draw conclusions |
| | 4.4 Relate results to scientific principles |
| | 4.5 Identify some errors and/or anomalies and limitations |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Be able to produce a plan to test a hypothesis**<br>Hypothesis – prediction that can be tested by practical investigation.<br>Variables – controlled, dependent, independent.<br><br>**Be able to implement a practical investigation**<br>Practical skills.<br>Data recording.<br><br>**Be able to work safely in the laboratory**<br>Laboratory health and safety rules including hazard warning symbols.<br>Use of CLEAPSS Hazards.<br>Safe use of laboratory equipment.<br>Spillage and breakage procedures.<br>Safe disposal of chemicals.<br><br>**Know how to interpret results**<br>Analysis of raw data using appropriate methods.<br>Appropriate conclusions linked to scientific principles.<br>Identification of errors, suggestions for improving method, impact of errors on final results. |

**Unit Title:** Principles of Providing Administrative Services
**Unit Reference Number:** D/618/1783

**Credit Value of Unit:** 4 **GLH of Unit:** 40 **Level of Unit:** 2

**Introduction**

In this unit, learners will develop skills in a range of administrative services including telecommunications, handling mail, using office equipment, minimising waste and making meetings, travel and accommodation arrangements.

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1 Understand how to make and receive telephone calls | 1.1 Describe the different features of telephone systems and how to use them |
| | 1.2 Describe how to follow organisational procedures when making and receiving telephone calls |
| | 1.3 Explain the purpose of giving a positive image of self and own organisation |
| 2 Understand how to handle email | 2.1 Explain the purpose of correctly receiving, checking and sorting incoming and outgoing mail or packages |
| | 2.2 Identify different internal and external mail services available to organisations |
| | 2.3 Describe the methods of calculating postage charges for mail or packaging |
| 3 Understand how to use different types of office equipment | 3.1 Identify different types of equipment and their uses |
| | 3.2 Explain the purpose of following manufacturer's instructions when using equipment |
| | 3.3 Explain the purpose of keeping equipment clean, hygienic and ready for the next user |
| 4 Understand how to keep waste to a minimum in a business environment | 4.1 Explain why waste should be kept to a minimum in a business environment |
| | 4.2 Identify the main causes of waste that may occur in a business environment |
| | 4.3 Identify ways of keeping waste to a minimum in a business environment |
| 5 Know how to make arrangements for meetings | 5.1 Identify different types of meetings and their main features |
| | 5.2 Identify the sources and types of information needed to arrange a meeting |
| | 5.3 Describe how to arrange meetings |
| 6 Understand procedures for organising travel and accommodation arrangements | 6.1 Explain the purpose of confirming instructions and requirements for business travel and accommodation |
| | 6.2 Outline the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow |
| | 6.3 Explain the purpose of keeping records of business travel or accommodation arrangements |
| 7 Understand diary management procedures | 7.1 Explain the purpose of using a diary system to plan activities |

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|---|---|
| | 7.2 Identify the information needed to maintain a diary system |
| 8 Understand the purpose of delivering effective customer service and how to do so | 8.1 Contrast the differences between internal and external customers in a business environment |
| | 8.2 Explain why customer service should meet or exceed customer expectations |
| | 8.3 Identify the purpose and ways of building positive relationships with customers |
| | 8.4 Identify how customers demonstrate their own needs and expectations |
| 9 Understand the purpose of reception services and how to follow reception procedures | 9.1 Describe the purpose of the receptionist role as the first point of contact between the public/ client and an organisation |
| | 9.2 Explain how to present a positive image of self and the organisation and the purpose of doing so |
| | 9.3 Explain how to carry out entry, departure, security and confidentiality procedures in a reception area |

## Indicative Content

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

**Making and receiving telephone calls**

**Features of a telephone system** may include: call answer/initiate, call forwarding, group call pickup and forwarding, music on hold, call transfer, transfer to voicemail, call park and retrieve, phone number search, caller id, call routing, device switching, video calling, call blocking etc.

**Organisational procedures** may include:

- Number of rings to answer
- Greeting messages
- Call forwarding in absence
- Voicemail messages
- Call back response times

**Handling Mail** involves: receiving incoming mail, sorting incoming and outgoing mail, handling packages, calculating the correct postage based on weight and size, handling and distributing internal and external mail etc.

**Types of office equipment** may include: photocopier, computers, printers, scanners, laminators, shredders, projectors, telephones etc.

**Dealing with waste** may involve: recycling, confidential waste disposal, waste collections, coffee machine wastes, glass collection, clinical waste etc.

**Causes of waste** may include: overproduction, overprocessing, poor resource management, excessive and unnecessary use of paper, over-purchasing etc.

**Types of meetings** may include: team, group, project, one-to-one, disciplinary or grievance, performance review, external or internal, status updates, strategic, board, information sharing, progress checks etc.

**Information required for meetings** may include: agenda, meeting documents, minutes of last meeting and actions agreed, project overviews, list of attendees and absentees etc.

**Organising travel and accommodation** may include: booking train or airline tickets, distributing boarding passes, booking hotel accommodation, car hire, providing directions and maps, refreshments and meal arrangements etc.

**Types of diary management systems** include: manual - page a day, week to view, two weeks to view, electronic – laptops, computers, electronic organiser, smartphone etc.

**Diary management systems** include: scheduling reminders, recording deadlines, arranging mutually agreed dates.

**Delivering effective customer service** may include: internal and external customers, meeting and exceeding customer expectations, customer relationship management, customer service standards, building customer relationship, understanding the customer's needs and expectations etc.

**Reception services** include: first point of contact, welcoming and directing visitors, recording visitor's arrival and departure, issuing security badges, maintaining a positive image, personal presentation, personal hygiene, neat and tidy work area etc.

**Reception procedures** may include: recording entry and departure of visitors, maintaining confidentiality, maintaining security procedures etc.

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**Unit Title:** Principles of Managing Information and Producing Documents
**Unit Reference Number:** J/618/1809

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

The aim of this unit is to develop skills in managing information to produce business documents that are fit for purpose using both paper-based and electronic information.

| Learning Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: |
|---|---|
| 1 Understand the purpose of information technology in a business environment | 1.1 Identify different types of information technology that may be used for work tasks |
| | 1.2 Outline the benefits of using information technology for work tasks |
| 2 Understand how to manage electronic and paper-based information | 2.1 Explain the purpose of agreeing objectives and deadlines for researching information |
| | 2.2 Identify different ways of researching, organising and reporting information |
| | 2.3 Describe procedures to be followed for archiving, retrieving and deleting information, including legal requirements, if required |
| | 2.4 Explain why confidentiality is critical when managing information |
| 3 Understand the purpose of producing documents that are fit for purpose | 3.1 Identify reasons for producing documents that are fit for purpose |
| | 3.2 Describe different types and styles of documents and when they are used |
| 4 Know the procedures to be followed when producing documents | 4.1 Identify reasons for agreeing the purpose, content, layout, quality standards and deadlines for the production of documents |
| | 4.2 Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so |
| | 4.3 Explain the purpose of confidentiality and data protection procedures when preparing documents |
| | 4.4 Compare different types of documents that may be produced from notes and the formats to be followed |
| | 4.5 Explain the procedures to be followed when preparing text from notes |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Types of Information Technology** equipment may include: printers, smartphones, tablets, photocopiers etc, using the internet and intranet, using word processing, spreadsheets and presentation software, using telephones and video calling equipment.<br><br>**Benefits of ICT** may include: faster communications, reduced paper storage, greater protection of data and information, improved data and information sharing, cost savings, time savings, enhanced confidentiality etc.<br><br>**Researching information** may include: agreeing deadline for information, understanding what information is required, who the information is for, the required presentation of information, archiving information, retrieving information from archives, handling confidential information, deleting unwanted and obsolete information.<br><br>**Types of documents** may include: reports, letters, memos, emails, presentations etc.<br><br>**Producing documents that are fit for purpose** involves:<br>▪ Checking the requirements and purpose of the document<br>▪ Knowing the intended audience for the document<br>▪ Sourcing accurate information<br>▪ Maintaining confidentiality as appropriate<br>▪ Using appropriate language and terminology for audience<br>▪ Choosing an appropriate style and format for purpose and audience<br>▪ Checking and correcting errors and mistakes |

**Unit Title:** Principles of Supporting Change in a Business Environment
**Unit Reference Number:** F/508/5649

**Credit Value of Unit:** 1 **GLH of Unit:** 8 **Level of Unit:** 2

**Introduction**

Through this unit, learners will develop an understanding of change in a business environment and how to support change and respond to it positively.

| Learning Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: |
|---|---|
| 1 Understand why change happens in a business environment | 1.1 Explain reasons for change in a business environment |
| 2 Understand the purpose of supporting change in a business environment | 2.1 Identify reasons for reviewing working methods, products or services |
| | 2.2 Describe types of support that people may need during change |
| | 2.3 Explain the benefits of working with others during change |
| 3 Understand how to respond to change in a business environment | 3.1 Explain the purpose of responding positively to changes in working methods, products and services |
| | 3.2 Identify ways of responding positively to change |

**Indicative Content**

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

**Change may occur** due to: economic conditions, financial changes, restructuring, delaying, expansion or contraction, innovation and technology advances, legislative or regulatory, social changes, response to crisis etc.

**Supporting change** involves:

- Understanding the need for change
- Creating a change plan
- Communicating the change to stakeholders
- Preparing for and anticipating barriers to change
- Encouraging buy-in from stakeholders
- Removing potential for resisting change and reverting to old methods

**Responding positively to change** involves: acknowledging the need for change, active listening, asking questions, understanding the new requirements and methods, seeking assistance as required, supporting others to change, remain flexible and open to change etc.

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**Unit Title:** Principles of Working in the Public Sector
**Unit Reference Number:** A/618/1810

**Credit Value of Unit:** 5 **GLH of Unit:** 50 **Level of Unit:** 2

**Introduction**

In this unit, learners will gain an understanding of the Public Sector and how it is financed. They will explore the benefits of working within the sector and know how performance of the organisation and themselves will be monitored.

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1 Know the features of the public sector | 1.1 Identify the type of organisations that operate within the public sector |
| | 1.2 Identify the main differences between types of organisations that operate within the public sector |
| | 1.3 Describe the aims of a chosen public sector organisation and the wider objectives of the public sector |
| | 1.4 Identify how local and central government work together to provide public services |
| | 1.5 State the major differences between the public, private and not-for-profit sectors |
| | 1.6 Identify the key areas of legislation relating to a chosen public sector organisation |
| 2 Understand how the public sector is structured | 2.1 Describe the organisational structure of a chosen public sector organisation |
| | 2.2 Explain how a chosen public sector organisation fits into the overall public sector |
| 3 Understand the role of the public sector in providing services and how individual roles contribute to service provision | 3.1 Identify different types of customer for a public sector organisation |
| | 3.2 Explain why it is important to understand the needs of a public sector organisation's customers |
| | 3.3 Describe how public service provision can adapt to changes in customer needs and type |
| | 3.4 Explain the purpose of ensuring equality and diversity is reflected when providing public services |
| | 3.5 Explain how individuals contribute to the work of their organisation and the wider public sector |
| 4 Understand finances in the public sector | 4.1 Identify where money to pay for public services comes from |
| | 4.2 Identify how a chosen public sector organisation is financed |
| | 4.3 Explain why it is important not to waste money and resources in the public sector |
| | 4.4 Explain why prioritisation of public service provision must take place when resources are limited |
| 5 Understand how public sector organisations work together and with other organisations | 5.1 Explain the benefits of working with other organisations within and outside the public sector |

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| | | |
|---|---|---|
| | 5.2 | Identify organisations that a public sector organisation works with to provide public services |
| | 5.3 | Explain how a public sector organisation works with other public and non-public sector organisations |
| 6 Explain how performance is monitored and measured in the public sector and the purpose of doing so | 6.1 | Explain why performance is monitored and measured in the public sector |
| | 6.2 | Outline how the performance of a chosen public sector organisation or department can be measured |
| | 6.3 | Explain how individual performance is monitored within a public sector organisation |

| Indicative Content |
|---|
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Public Sector organisations** include: UK Government and Government departments, NHS, police and secret intelligence services, schools, colleges and universities, BBC, local and county councils, military services, fire service, Crown Prosecution services, HMRC etc.<br><br>**Public Sector** organisations are funded by the government to provide services to people living in the UK. They do not make a profit but maintain a budget to provide these services. Their money comes from income tax, national insurance, VAT, duties, other taxes such as inheritance tax and capital gains tax etc.<br><br>**Private sector** organisations are run by individuals or groups of people with the aim of making a profit.<br><br>**Not-for-profit** organisations are set-up to provide a service to people either free of charge or for a small fee with a view to not making a profit. They are usually set up as charities, trusts or clubs to provide social, educational, charitable or religious services.<br><br>**Benefits of working in the public sector** include: contributing to the community and society as a whole, may be less pressured than working for a private company, often better pay and shorter hours, staff training and development, job security, guaranteed pension schemes, stable working environment etc.<br><br>**Performance may be monitored** through feedback from service users, budget outcomes, KPIs, one-to-one meetings, performance reviews and appraisals, 360-degree appraisals, observations etc. |

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**Unit Title:** The Marketing Environment
**Unit Reference Number:** J/618/1812

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit looks at the role of marketing in a business and explores the key elements of the marketing mix. In addition, learners will develop an understanding of the marketplace and how market research can provide useful information in decision-making. They will also explore the customer journey and how buyer behaviour may be influenced by marketing.

| Learning Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: |
|---|---|
| 1 Understand the role of marketing in a business | 1.1 Explain how a business uses marketing |
| 2 Understand the term 'marketing mix' | 2.1 Explain the key elements of the marketing mix |
| | 2.2 Explain why it is important for a business to address all elements of the marketing mix in order to be successful |
| 3 Know the importance of understanding the market place | 3.1 Describe the key elements of the marketplace that a business needs to understand |
| | 3.2 Outline why an understanding of each element is important to a business and how it affects decision-making |
| | 3.3 Describe some key techniques for improving understanding of the marketplace |
| 4 Know the importance of understanding buyer behaviour | 3.4 Describe the typical steps taken by a buyer from identifying a need for a product or service to completing a purchase |
| | 3.5 Explain how an organisation can use marketing activity to influence buyer behaviour at each of these stages |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>The **role of marketing** is to attract and retain customers to provide growth and finance through careful consideration of the marketing mix.<br><br>The **marketing mix** consists of product, place, promotion, price, people, process, physical environment.<br><br>Key **elements of the market place** include: customers, competitors, suppliers, distribution channels etc.<br><br>**Market research** provides information about: customer's needs and wants, the size of the market, appropriate promotional methods, sales information, competitor analysis, pricing etc.<br><br>**Market research methods** may include: surveys, opinion polls, questionnaires, focus groups, publications, reports, newspaper articles.<br><br>**Buyer behaviour** involves:<br><br>1. Identifying a need or want<br>2. Searching for a solution to a need or want<br>3. Considering solutions or options available<br>4. Choosing the most suitable solution or option<br>5. Making repeat purchases and becoming loyal customers<br>6. Recommending products and services to others |

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**Unit Title:** Understanding Online Business Activities
**Unit Reference Number:** L/618/1813

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

The focus of this unit is on online business activities. Learners will explore the different types of online businesses and the benefits and disadvantages of operating online. In addition, learners will learn about the relevant legislation for online businesses and how success in online trading may be measured.

| Learning Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: |
|---|---|
| 1 Know about online business activities | 1.1 Describe how different business organisations operate online |
| 2 Understand issues related to online business | 2.1 Explain the issues related to setting up online businesses |
| | 2.2 Explain the operational risks to a business organisation operating online |
| | 2.3 Outline the basic principles of legislation, directives and regulations related to online business |
| 3 Know the impact of an online business presence | 3.1 Describe the benefits of marketing a product or service online |
| | 3.2 Describe any disadvantages of an online business presence |
| | 3.3 Explain how the success of an online business presence can be measured |
| | 3.4 Outline the impact of online businesses on society in general |

**Indicative Content**

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

**Online activities** may include: selling products or services, supplementing products or services sold offline, advertising and marketing products and services, communicating with customers, providing education services etc.

**Issues related to online business** may include financial, staffing, stock handling, distribution etc.

**Risks related to online businesses** may include: breaches of security, copyright infringement, handling customer disputes and refunds, low ranking on search engines, open to cyber-attacks etc.

**Legislation related to online businesses** may include: The Electronic Commerce regulations, Data Protection Act (GDPR), Consumer Protection (Distance Selling) Regulations, Privacy and Electronic Communications Regulations.

**Benefits of an online business** may include: 24/7 operation, low operating costs, reduced waste, access to global market, improved customer support, good communication channels etc.

**Disadvantages of online business** may include: lack of face-to-face contact with customers, greater competition, open to fraudsters, negative reviews and feedback in public, price-driven business etc.

**Measuring the success of an online business** may include: number of new customers, repeat business, website traffic, analysing network traffic, customer feedback and reviews, reduced operational costs etc.

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**Unit Title:** Creating Business Web Pages
**Unit Reference Number:** R/618/1814

**Credit Value of Unit:** 5 **GLH of Unit:** 50 **Level of Unit:** 2

**Introduction**

In this unit, learners will develop an understanding of website design features and terminology and be able to create web pages for a business.

| Learning Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: |
|---|---|
| 1 Know key considerations when creating a website | 1.1 Describe the key information needed before creating a website |
| | 1.2 Outline the issues that will affect the type of website to be developed |
| 2 Understand terminology relating to website development | 2.1 Explain basic terminology in relation to website development |
| 3 Create web pages or a website | 3.1 Identify the kind of website or pages required to meet stated business need |
| | 3.2 Plan the content of the pages |
| | 3.3 Create web pages to meet business need |
| 4 Evaluate the process and the outcome | 4.1 Evaluate the process of creating the web pages |
| | 4.2 Evaluate the web pages suggesting ways they could be improved |

**Indicative Content**

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

**Key information for creating a website** includes:
- Brief description of business, product and service
- Simple, easy to remember web address
- Navigation mapping linking one page to another
- Contact information
- Customer reviews/testimonials
- Interesting content that is up to date
- Secure hosting platform
- Consideration of how search engines (SEO) work
- A design that is attractive and inviting to target audience

**Issues that affect website development** include:
- Keeping the content up to date and relevant
- Ability to view on Smartphones and tablets etc.
- Potential hidden costs in free design templates
- Not using keywords that SEOs can pick up easily
- Slow response to contact requests

**Basic terminology relating to websites** may include: domain, domain name, navigation, drop down menu. header (Sticky or Fixed), sidebar, footer, web pages, blog posts, web browser, SEO (Search Engine), hosting and server, URL, IP address, Cache, Http, Https etc.

Learners will be expected to plan and create web pages or a website to meet a business need and evaluate the process and outcome suggesting ways of making improvements.

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**Unit Title:** Understanding Finance in a Business Context
**Unit Reference Number:** Y/618/1815

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

The aim of this unit is to develop an understanding of finance in the context of a business. Learners will know the difference between business costs and expenditure and be able to recognise key business records for managing finances. They will be able to produce a simple cash flow forecast statement showing income and expenditure over a period of time.

| Learning Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: |
|---|---|
| 1 Know key costs and expenditure for businesses | 1.1 Identify the key costs associated with running a business |
| | 1.2 Identify different types of expenditure associated with running a business |
| 2 Know about key records needed to manage finance in a business context | 2.1 Define key business terms, for example, income, expenditure, turnover, cash flow, gross and net profit |
| | 2.2 Describe the financial records that a business needs to keep |
| | 2.3 Explain why financial records are important, including legal requirements |
| 3 Know why managing cash flow is important to businesses | 3.1 Explain the role and importance of cash to the operation of a business |
| | 3.2 Describe factors that affect cash flow in a business |
| | 3.3 Explain how cash flow problems can lead to business failure |
| | 3.4 Describe how to monitor and manage cash flow |
| 4 Produce and use financial documents | 4.1 Produce a basic spreadsheet showing income and expenditure |
| | 4.2 Interpret simple accounts over a specified period |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Costs** relate to purchases that give you no financial benefit such as assets, machinery, buildings, IT systems, fixtures and fittings, distribution equipment (cars, lorries) etc.<br><br>**Expenditure** relates to purchases incurred to earn revenue such as raw materials, energy costs, wages and salaries, marketing costs, office administration etc.<br><br>**Key business terms** may include: income, expenditure, turnover, cash flow, gross and net profit, capital, asset, liabilities, revenue, budget, depreciation etc.<br><br>**Financial Records** may include: ledgers, accounts, profit and loss account, trial balance, balance sheet, financial statement, Cash Flow statement etc.<br><br>**Managing cash flow** involves monitoring and recording: revenue, operating costs and expenditure, calculating surplus and/or deficits, managing debts, breakeven points etc.<br><br>Learners will be expected to produce a basic spreadsheet showing income and expenditure for a business and interpret simple accounts over a specified period of time. |

**Unit Title:** Budgeting and Managing Money
**Unit Reference Number:** D/618/1816

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit covers the basics of managing money in a business setting. Learners will develop an understanding of key financial concepts and know how businesses manage and present financial information.

| Learning Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: |
|---|---|
| 1 Understand the importance of budgeting in a business context | 1.1 Describe the advantages of planning a budget in a business context |
| 2 Understand key financial concepts | 2.1 Explain the difference between price and cost and the concept of profit |
| | 2.2 Describe how to improve profit, for example, through cutting costs, improving revenue, increasing prices |
| 3 Know about income and expenditure | 3.1 Describe different kinds of business expenditure, for example, fixed and variable costs |
| | 3.2 Describe different kinds of business income |
| | 3.3 Explain how businesses estimate income, for example, forecasting sales volumes and selling prices |
| 4 Understand how businesses manage key financial information | 4.1 Explain the purpose of key financial business documents, for example, business plan, spreadsheets of income and outgoings, bank statements, payslips, receipts, invoices |
| | 4.2 Explain how financial information can be checked for errors |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Budgeting is important** it: defines financial goals and objectives, aids future planning, enables allocation of resources, enables effective monitoring of progress, minimise debt, allow for unexpected or emergency events etc. |
| **Cost** is the amount of money needed by the business to make a product or deliver a service. |
| **Price** is the amount of money that the customer is charged for the product or service. |
| **Profit** is the difference between cost and price. Profits may be improved by reducing costs and/or increasing prices. |
| **Business expenditure may be fixed or variable**<br>• **Fixed costs** may include: rent, leases, mortgages or business loans for premises, insurance premiums, salaries of administrative and managerial staff etc.<br>• **Variable costs** may include: cost of raw materials, energy and fuel costs, wages and commissions of production or sales staff, advertising and publicity etc. |
| **Types of business income** may include; revenue (earned income), investments (ROI), savings (interest), dividends (shares), rental income, royalties, capital gains etc. |
| **Businesses manage financial information** through: cash flow forecasts, budgets, business plans, bank statements, receipts, invoices, payslips etc. |
| **Checking financial information for errors** involves: reconciliations, checking calculations, trial balances, balancing debits and credits in journal entries etc. |

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**Unit Title:** Business Studies
**Unit Reference Number:** H/618/1817

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

### Introduction

Through this unit, learners will develop an understanding of businesses and their purposes. They will be able to describe the different types of business structures that exist and consider business objectives for different organisations. Learners will explore a range of organisational structures and understand the importance of communications through such structures.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the nature and purpose(s) of business | 1.1 Describe the nature and purpose(s) of business |
| | 1.2 Describe the fundamental features of business |
| 2 Understand different types of business | 2.1 Describe the main factors of different types of business, including e-commerce |
| 3 Know how to formulate objectives for different types of business organisations | 3.1 Formulate objectives for different types of business organisations, using examples |
| 4 Understand the organisational structure of different types of businesses | 4.1 Describe the organisational structures of different types of businesses |
| 5 Understand the importance of communication that can be used in business | 5.1 Describe the nature and importance of business communication methods |

**Indicative Content**

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

**The main purpose of a business** is the production of products and services to be sold to customers for profit and in doing so satisfy the customer's needs.

**Features of business** may include: customers, competitors, suppliers, the business environment (PESTLE), diversification, globalisation, profit, risk etc.

**Types of business** may include: sole trader, partnerships, Private Limited Company (Ltd), Public Limited Company (PLC), franchises, multinational, e-commerce etc.

**Business objectives** should be:
- Specific
- Measurable
- Achievable/attainable
- Realistic/relevant
- Time-bound

**Organisational structures** may be: hierarchical, flat, functional, divisional, matric (cross-functional) etc.

**Business communications** may include: verbal, telephones, email, written documents, visual (charts and graphs etc), face to face (meetings or one-to-one), electronic, presentations etc.

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**Unit Title:** Marketing
**Unit Reference Number:** K/618/1818

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

The aim of this unit is to develop an understanding of marketing and the role of market research in understanding a business' target market.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand marketing | 1.1 Give a definition of marketing |
| | 1.2 Describe the importance of market orientation |
| 2 Understand product development and the role of market research | 2.1 Describe why organisations need to have market research |
| | 2.2 Describe when certain types of market research should be used |
| | 2.3 Describe the limitations of market research |
| 3 Understand the role of the marketing mix | 3.1 Define 'marketing mix' |
| | 3.2 Describe the application of the marketing mix |
| 4 Know how to manage marketing strategies | 4.1 Describe methods of monitoring marketing activity |

**Indicative Content**

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

The aim of **marketing** is to attract and retain customers to provide growth and finance through careful consideration of the marketing mix.

**Market orientation** is a business approach that focusses on identifying the customer's needs, desires and wants and creating products and services to meet them. A key factor in market orientation is finding out about the customer through market research.

**Market research** provides information about: customer's needs and wants, the size of the market, appropriate promotional methods, sales information, competitor analysis, pricing etc.

**Market research methods** may include: surveys, opinion polls, questionnaires, focus groups, publications, reports, newspaper articles.

**Limitations of market research** may include: being subject to bias, information can be inaccurate and unreliable, research methods may not be suitable for information needs, can be expensive, inappropriate sampling, time consuming, scope too limited/small etc.

The '**marketing mix'** consists of product, place, promotion, price, people, process, physical environment.

**Monitoring marketing activity** may involve: number of new customers, repeat business, footfall, website traffic, analysing network traffic, customer feedback and reviews, reduced operational costs etc.

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**Unit Title:** Financial Management
**Unit Reference Number:** M/618/1819

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

The aim of this unit is to develop an understanding of key financial statements such as the balance sheet, profit and loss account and cash flow statements. Learners will also understand how businesses measure performance using financial records.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand how to read a balance sheet | 1.1 List the component parts of the balance sheet |
| | 1.2 Calculate the capital employed |
| | 1.3 Describe the relationship between profit and capital |
| 2 Understand a basic end of year profit and loss statement | 2.1 Calculate gross and net profit |
| | 2.2 List items of Capital and Revenue Expenditure |
| | 2.3 Distinguish between income and expenditure |
| 3 Know how to control cash in business | 3.1 Construct a statement to show incoming and outgoing cash flows |
| | 3.2 Reconcile the bank statement to cash book |
| 4 Understand the basic measures of performance | 4.1 Calculate margin and mark-up |
| | 4.2 Calculate return on capital |
| | 4.3 Calculate working capital |
| | 4.4 Calculate debt collection periods |

**Indicative Content**

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

**A balance sheet** consists of: Assets – Fixed and Current (what the business owns), Liabilities – Current and Long-term (what the business owes) and Owner's/Shareholder's Equity.

**Capital employed** is calculated by subtracting the current liabilities from the total assets. Capital employed shows the value of all the assets used by a business to generate revenue.

**The relationship between profit and capital**: Profit is the amount of money made from the sale of products or services (income less expenditure). Capital is the amount of cash and other assets that are owned by the business. Profit will increase Capital. As a business makes profits, the amount of capital available with it increases.

**Components of a profit and loss statement** include: sales revenue, cost of sales, gross profit, expenses, net profit. Gross profit = sales revenue – cost of sales, Net profit = gross profit – expenses.

**Controlling cash** involves: recording income and expenditure on a cash flow statement, reconciling cash book with bank statements etc.

**Basic financial measures of performance** include: margin/mark-up, gross/net profits, return on capital (ROCE), working capital, debt collection periods etc.

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## GROUP D: EDUCATION UNIT CRITERIA

## UNIT SPECIFICATIONS

**Unit Title:** Introduction to Education
**Unit Reference Number:** H/618/1820

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit provides an understanding of the approaches and principles of education, how they are applied in practice and the qualities needed for a career in this area.

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1 Understand definitions of education | 1.1 Give examples of different definitions of education |
| 2 Understand what is studied in education | 2.1 Describe what is studied in education |
| 3 Know careers available in education | 3.1 Describe different careers available in education |
| 4 Know skills and qualities needed for careers in education | 4.1 Describe the skills and qualities needed to work in education |
| | 4.2 Assess own skills and qualities in terms of pursuing a career in education |
| 5 Understand different approaches to education | 5.1 Outline the main approaches to education |
| | 5.2 Describe two approaches to education |
| 6 Understand principles of education | 6.1 Describe key education principles |
| 7 Know how principles of education can be applied | 7.1 Describe ways in which education principles may be applied in practice |

**Indicative Content**

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

**Definitions of education –** dictionary definitions, definitions by philosophers and authors e.g. Aristotle, Socrates, John Dewey, H H Horne, Ghandi.

**What is studied in education –** e.g. subject specialisation, economics, history and psychology of education, sociology, professional practice, teaching methods, social policy.

**Careers available in education –** e.g. teaching – early years, primary, secondary, FE, Special Educational Needs, teaching assistant, educational administrator, learning mentor etc.

**Skills and qualities needed for careers in education –** e.g. communication skills, subject knowledge and enthusiasm, listening skills, preparation and organisational skills, approachability and the ability to build relationships, high expectations. Self-reflection and evaluation of personal skills.

**Understand different approaches to education –**e.g. behaviourist, social learning, cognitive, humanist, constructivist, experiential.

**Understand principles of education –** e.g. participation, repetition, relevance, transference, feedback.

**Know how the principles of education can be applied –** e.g. creating an active learning environment, connecting knowledge, communicating information in a variety of ways, giving constructive and timely feedback, helping students with time management and organisational skills, expect quality but balance expectations with student support etc.

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**Unit Title:** Effective Learning
**Unit Reference Number:** K/618/1821

**Credit Value of Unit:** 4 **GLH of Unit:** 40 **Level of Unit:** 2

**Introduction**

This unit gives learners the opportunity to plan and set targets for their own personal learning programme, to improve their performance through reflection, self-assessment, peer and tutor review and to appropriately apply different learning styles and techniques.

| Learning Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: |
|---|---|
| 1 Understand own learning programme | 1.1 Outline own learning programme in terms of:<br>• Content and coverage<br>• Assessment criteria and approaches<br>• Timescales and deadlines<br>• Guided and self-study requirements<br>• Skills and attitudes required |
| | 1.2 Identify possible risks and barriers to achieving success on learning programme and strategies for addressing or minimising these |
| | 1.3 Identify purpose and intended outcomes for own learning programme |
| 2 Set and use targets for own learning | 2.1 Negotiate targets for own learning which are:<br>• Focused on relevant skills or areas of knowledge for development<br>• Challenging and achievable<br>• Measurable and time-bound |
| | 2.2 Review own progress against targets |
| | 2.3 Adjust ways of working in light of review in order to achieve targets |
| 3 Use assessment to improve performance | 3.1 Use self-assessment strategies to identify areas for improvement and to improve own performance |
| | 3.2 Use feedback from peer and tutor assessment to identify areas for improvement and to improve own performance |
| 4 Use different learning styles and techniques | 4.1 Identify different ways in which learning takes place (e.g. through group work, practice, or reflecting on experiences) |
| | 4.2 Outline ways of learning which they find particularly effective, giving examples and reasons for their preferences |
| | 4.3 Apply different techniques for learning, appropriate to the situation and to their own preferences |
| 5 Contribute to a learning group | 5.1 Explain how learning within a group can support own learning and development and that of others |
| | 5.2 Outline the features of effective, collaborative learning |

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| | |
|---|---|
| | 5.3 Contribute positively to a learning group, including through:<br>• Taking part in group discussion, listening and responding to the ideas of others<br>• Taking part in peer assessment activity<br>• Offering and accepting help from other group members<br>• Working collaboratively to achieve group goals |
| 6 Use technology to support own learning | 6.1 Use appropriate technology to research, produce, organise and store work relating to own learning programme |
| | 6.2 Use appropriate methods to access and use on-line course materials, remotely and from usual place of learning |

| Indicative Content |
|---|
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Understand own learning programme –** detailed, well-structured personal learning programme including achievable targets and clear aims/goals, self-assessment to identify possible barriers to success, identification of strengths and weaknesses, identification of changes that could be made.<br><br>**Set and use targets for own learning –** achievable, realistic, measurable and time-based targets; self-assessment against targets, identification of changes in practice needed to meet targets, regular review of targets and progress.<br><br>**Use assessment to improve performance –** positive response to feedback from peers and tutor to improve performance. Reflection/self-assessment techniques e.g. questionnaires, recording and analysis of performance etc. Objectivity of self-assessment. Summative and formative self-assessment techniques.<br><br>**Use different learning styles and techniques** – Kolb's theory, Honey and Mumford – activist, theorist, pragmatist, reflector. Visual, auditory, kinaesthetic; techniques to accommodate different learning styles. Assessment of own learning style. Ways in which learning takes place e.g. group work, individual study, practical, reflection, play.<br><br>**Contribute to a learning group,** group activities e.g. discussion, role play, debates, problem solving, jigsaw technique; setting group goals, roles within a group, respect for other people's opinions, interactivity and negotiation, giving and receiving positive, constructive feedback.<br><br>**Use technology to support own learning –** independent research, referencing, evaluation of sources; use of presentation software to prepare slides, inputting images, sounds videos etc; use word processing software to format and present documents; use of spreadsheet software; use of email; use of active whiteboards; use of video conferencing e.g. Zoom, Skype, Teams etc; use of intranet systems e.g. Moodle, Blackboard etc. |

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**Unit Title:** The Role of Family Learning
**Unit Reference Number:** M/618/1822

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 1

**Introduction**

In this unit the learner will identify those individuals involved in a child's learning and will develop an appreciation of how family learning can raise achievement in a child. Activities and techniques which can contribute to a child's learning will be identified. The learner will recognise ways in which they can develop and evaluate their own learning.

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1 Know the range of individuals involved in a child's learning | 1.1 Outline own role in supporting a child's learning |
| | 1.2 Outline the role of others in a child's learning |
| 2 Understand the factors which contribute to a child's learning, including the role of family learning | 2.1 Outline the factors contributing to a child's learning and how these can be used to determine approaches to learning |
| | 2.2 Outline the importance of family learning to the family as a whole |
| | 2.3 Describe how family learning can help raise the achievement of a child |
| 3 Understand how children learn through daily activities | 3.1 Describe the learning that takes place in a range of daily activities |
| | 3.2 Describe ways in which parents/carers can encourage learning through daily activities |
| 4 Understand the importance of active communication and positive interaction | 4.1 Describe some situations in which it is important to listen to a child and how this encourages a child's development |
| | 4.2 Describe some choices that may be offered to a child and how and this encourages a child's development |
| | 4.3 Describe with examples positive reinforcement and how this encourages a child's development |
| 5 Be able to develop and evaluate own learning | 5.1 Describe own learning preferences and how these may be used to develop learning |
| | 5.2 Produce a well-organised and structured portfolio of work |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Individuals involved in child's learning** – e.g. parents, extended family, carers, teachers, teaching assistants, nursery practitioners, support workers in extended school services, learning support workers, community workers, etc.<br><br>**Factors contributing to a child's learning** – i.e. influence on child's learning preference (visual, kinaesthetic, auditory, logical), support from home environment, active learning, meaningful activities, motivation-positive reward and positive parenting.<br><br>**Active communication and positive interaction with children** – i.e. clear realistic expectations of child, making time to interact with child, giving choices, unconditional love, challenge behaviours not the child, focus on the positive, praise, setting boundaries.<br><br>**Develop and evaluate own learning** – i.e. learning preferences; organisation of portfolio; logical order, pages numbered, contents page, name and date, titles to each piece of work, etc. |

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**Unit Title:** Safeguarding the Welfare of Children and Young People
**Unit Reference Number:** K/601/3323

**Credit Value of Unit:** 3 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

Through this unit learners will understand the policies and procedures for safeguarding children and young people, what evidence to look for that indicates illness or abuse and how to respond to that evidence. They will also learn how to respond to issues involving colleagues.

| **Learning Outcomes**<br><br>The learner will: | **Assessment Criteria**<br><br>The learner can: |
|---|---|
| 1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people, including e-safety | 1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people, including e-safety |
| | 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people |
| 2 Know what to do when children or young people are ill or injured, including emergency procedures | 2.1 Identify the signs and symptoms of common childhood illnesses |
| | 2.2 Describe the actions to take when children or young people are ill or injured |
| | 2.3 Identify circumstances when children and young people might require urgent medical attention |
| | 2.4 Describe the actions to take in response to emergency situations, including:<br>▪ Fires<br>▪ Security incidents<br>▪ Missing children or young people |
| 3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied | 3.1 Identify the characteristics of different types of child abuse |
| | 3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies |
| | 3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or may be at risk of harm, abuse or bullying |
| | 3.4 Describe the actions to take in response to concerns that a colleague may be:<br>▪ Failing to comply with safeguarding procedures<br>▪ Harming, abusing or bullying a child or young person |
| | 3.5 Describe the principles and boundaries of confidentiality and when to share information |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Key aspects of current legislation** – guidelines, policies and procedures for safeguarding the welfare of children and young people.<br><br>**Key agencies involved in safeguarding** – social services, multi-agency approach, collective responsibility.<br><br>**Signs and symptoms of common childhood illnesses** – e.g. lethargy, temperature, rashes.<br><br>**Deal with accidents, emergencies and illnesses** – awareness of organisational guidelines, policies and procedures.<br><br>**Types of child abuse** – physical abuse; sexual abuse; neglect; emotional abuse, including bullying.<br><br>**Risks** – exposure to inappropriate material, illegal practices, e.g. bullying, grooming, identity fraud.<br><br>**Consequences** – personal danger, prosecution.<br><br>**Evidence or concerns** that a child or young person has been abused, harmed or bullied, or may be at risk of harm, abuse or bullying include:<br><br>▪ Disclosure<br>▪ Allegations<br>▪ Signs and indicators of abuse<br><br>**Concerns about a colleague** – should recognise that those making the allegations (whistle-blowers) and those subject to as yet unproven allegations have rights to protection. |

**Unit Title:** Child and Young Person Development
**Unit Reference Number:** A/618/1846

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

Through this unit learners will understand the stages in development of children and young people and factors that can affect their development and behaviour.

| **Learning Outcomes**<br><br>The learner will: | **Assessment Criteria**<br><br>The learner can: |
|---|---|
| 1 Know the main stages of child and young person development | 1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include:<br>▪ Physical development<br>▪ Communication and intellectual development<br>▪ Social, emotional and behavioural development |
| | 1.2 Describe with examples how different aspects of development can affect one another |
| 2 Understand the kinds of influences that affect children and young people's development | 2.1 Describe with examples the kinds of influences that affect children and young people's development, including:<br>▪ Background<br>▪ Health<br>▪ Environment |
| | 2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development |
| 3 Understand the potential effects of transitions on children and young people's development | 3.1 Identify the transitions experienced by most children and young people |
| | 3.2 Identify transitions that only some children and young people may experience, e.g. bereavement |
| | 3.3 Describe with examples how transitions may affect children and young people's behaviour and development |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Main stages of development for learning and thinking** – e.g. theories of cognitive development, theories of moral development, theories of gender-role development, theories of language acquisition and development.<br><br>The expected rate and pattern of physical and motor development, communication and intellectual development and social, emotional and behavioural development. In each of the age groups: Birth–3 years, 3–7 years, 7–12 years, 12–16 years.<br><br>How physical and motor development, communication and intellectual development and social, emotional and behavioural development are linked and how they can affect each other.<br><br>**Factors affecting development** – social and/or cultural background, health, social environment, language, special educational needs.<br><br>**Recognise and respond to concerns about child development** – monitoring development, typical and delayed development, sharing concerns with parents and medical personnel.<br><br>**Transitions** – Any significant stage or experience in the life of a child or young person that can affect behaviour and/or development:<br><br>▪ Common to all – moving school, puberty<br>▪ Individual – bereavement, illness<br>▪ Types of transitions: emotional, physical, intellectual, physiological<br>▪ Signs and indications of different transitions<br>▪ Effects of transitions: behavioural, emotional, intellectual, physiological<br>▪ Behavioural effects, e.g. aggression, habit disorders, swearing, lying, stealing |

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**Unit Title:** Preparing to Support Learning
**Unit Reference Number:** T/618/1823

**Credit Value of Unit:** 6 **GLH of Unit:** 60 **Level of Unit:** 2

**Introduction**

This unit provides an overview of support practice in lifelong learning contexts. Learners will develop an understanding of the values and principles of inclusive learning support and will use self-evaluation to improve their own practice

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: | Assessment |
|---|---|---|
| 1 Understand learning support practice in lifelong learning contexts | 1.1 Describe the importance of learning for achieving personal goals and participating in life, learning and work | Section 1 |
| | 1.2 Identify different contexts for learning support practice | Section 1 |
| | 1.3 Describe the contribution of learning support in the provision of learning opportunities | Section 1 |
| | 1.4 Describe how to work with learners and others to support learning in a particular lifelong learning context | Section 1 |
| | 1.5 Identify national and local policy and regulatory requirements related to learning support practice | Section 1 |
| 2 Understand the values and principles of inclusive learning support | 2.1 Identify values and principles which underpin learning support practice | Section 1 |
| | 2.2 Describe key features of an inclusive learning environment | Section 1 |
| | 2.3 Describe key features of independent learning | Section 1 |
| | 2.4 Describe ways of working with learners that promote inclusive and independent learning | Section 2 |
| | 2.5 Explain the importance of communication for inclusive learning | Section 2 |
| | 2.6 Explain the importance of literacy, language, numeracy and ICT skills for independent learning and participation in life and work | Section 2 |
| 3 Understand how to support learning | 3.1 Describe key responsibilities and contribution of a learning support practitioner throughout a learning programme | Section 2 |
| | 3.2 Describe how the individual needs of learners can be addressed through the planning, delivery, assessment and review of learning | Section 2 |
| | 3.3 Describe how to use learning support activities to engage and motivate learners | Section 2 |
| | 3.4 Describe ways in which resources can be used to meet the individual needs of learners | Section 2 |
| 4 Be able to evaluate and improve learning support practice | 4.1 Describe the effectiveness of an observed learning support session | Section 3 |
| | 4.2 Identify own strengths and development needs in relation to learning support practice | Section 3 |
| | 4.3 Plan opportunities to meet own development needs in relation to learning support practice | Section 3 |
| | 4.4 Identify opportunities to meet own development needs in literacy, language, numeracy and ICT | Section 3 |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| ▪ The support cycle, different models of support<br>▪ The learning support process and use of strategies to elicit contributions from others<br>▪ The value of learning<br>▪ Social and personal factors which influence learning, e.g. socio-economic status, ethnicity/culture, age, gender, personal experience and circumstances<br>▪ Skills and tasks related to the learning support role, e.g. acting on instructions from specialist teachers, making requests and obtaining detailed information relating to supporting the learning environment<br>▪ Strategies to support learners with physical difficulties and/or sensory impairment<br>▪ Characteristics of each type of disability/difficulty and how they can hinder language and literacy development<br>▪ Interacting appropriately with learners<br>▪ Communication, e.g. verbal and non-verbal communication, active listening, questioning techniques Effective use of resources<br>▪ Awareness of appropriate ICT materials and care of such materials |

**Assessment Method**

Please note that this unit is assessed through the learner completing the assessment task detailed in Appendix 3.

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**Unit Title:** Schools as Organisations
**Unit Reference Number:** A/618/1824

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

Through this unit learners will learn about the different types of schools, school governance, values, codes of practice, policies and procedures.

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1 Know the different types of school in the education sector | 1.1 Identify the main types of state and independent schools |
| | 1.2 Describe the characteristics of the different types of school in relation to educational stage(s) and school governance |
| 2 Know how schools are organised in terms of roles and responsibilities | 2.1 Describe roles and responsibilities of:<br>▪ School governors<br>▪ Senior management team<br>▪ Other statutory roles, e.g. Senco<br>▪ Teachers<br>▪ Support staff |
| | 2.2 Describe the roles of external professionals who may work with a school, e.g. educational psychologist |
| 3 Understand how schools uphold their aims and values | 3.1 Define the meaning of:<br>▪ Aims<br>▪ Values |
| | 3.2 Describe with examples how schools may demonstrate and uphold their aims |
| | 3.3 Describe with examples how schools may demonstrate and uphold their values |
| 4 Know about the laws and codes of practice that affect work in schools | 4.1 Identify the laws and codes of practice affecting work in schools |
| | 4.2 Describe how laws and codes of practice promote pupil wellbeing and achievement |
| 5 Know about the range and purpose of school policies and procedures | 5.1 Describe why schools have policies and procedures |
| | 5.2 Identify the policies and procedures schools may have relating to:<br>▪ Staff<br>▪ Pupil welfare<br>▪ Teaching and learning |
| 6 Know about the wider context in which schools operate | 6.1 Identify the roles and responsibilities of national and local government for education policy and practice |
| | 6.2 Describe the role of schools in national policies relating to children, young people and families |
| | 6.3 Describe the roles of other organisations working with children and young people and how these may impact on the work of schools |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Types of school**: state schools, independent schools, private and public, specialist schools, home schools, selective schools/grammar, prep schools, community schools, foundation and trust schools, voluntary-aided schools, voluntary-controlled schools, academies, City Technology Colleges, faith schools.<br><br>**Characteristics**: primary, secondary, tertiary education/FE colleges (14–19) and 6th form colleges, private training providers for 14–19; school size, pupil ages, ideologies, funding.<br><br>**Roles and responsibilities**: understand how roles are linked, e.g. how the support role relates to the roles of teachers, others who work with students and other support staff.<br><br>**Upholding aims/values**: individual members of staff; policies and procedures, e.g. equal opportunities, confidentiality, behaviour management and discrimination.<br><br>**Laws and codes of practice**: e.g. The Data Protection Act (1998); The Human Rights Act (1998); The UN Convention on Rights of the Child (1989); Freedom of Information Act (2000); The Education Act (2002); Every Child Matters (2003); The Children Act (2004).<br><br>**Policies and procedures:** required to support staff in the management of the school and to protect both staff and pupils from situations which could be dangerous, threatening or abusive, e.g. promote equality, assure confidentiality and check health and safety.<br><br>**National government**: funding, setting legislation, taking lead on values through policy and planning, etc.<br><br>**Local government**: Promoting wellbeing in local area, ensuring access to provision for all, monitoring and supporting schools, including schools in local development plans, etc. |

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**Unit Title:** Understanding Rights and Responsibilities of Citizenship
**Unit Reference Number:** K/508/5631

**Credit Value of Unit:** 3 **GLH of Unit:** 27 **Level of Unit:** 1

**Introduction**

This unit introduces the learner to the concepts of human rights, responsibility and citizenship. Through this unit the learner will understand why we need laws, the electoral process and individual rights and responsibilities.

| Learning Outcomes<br>The learner will: | Assessment Criteria<br>The learner can: |
|---|---|
| 1 Demonstrate an understanding of human rights | 1.1 Identify with examples two basic human rights |
| 2 Demonstrate an understanding of the law in a specific situation and in society | 2.1 State three reasons why society needs rules |
| | 2.2 For a given, specific situation state:<br>▪ Why we need laws<br>▪ How laws are made<br>▪ How laws are enforced |
| 3 Demonstrate understanding of the democratic and electoral process | 3.1 Outline the ways in which one of the following elections is carried out:<br>▪ School council elections<br>▪ Local elections<br>▪ National elections |
| | 3.2 Outline three of the main roles of one of the following:<br>▪ A school council representative<br>▪ A local councillor<br>▪ An MP |
| 4 Demonstrate understanding of rights and responsibilities | 4.1 Outline three of the main roles of one of the following:<br>▪ Consumer<br>▪ Member of a community |
| | 4.2 Outline the main functions of:<br>▪ Citizens Advice<br>▪ Neighbourhood Watch |

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## Indicative Content

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

**Understanding human rights**

**Identify**, giving examples, two basic human rights.

Some examples of basic human rights:

- Equal pay for equal work
- Adequate standard of living for health and well-being: food, water, clothing, housing
- Education
- Freedom of thought
- Freedom of expression
- Privacy

**Understanding of the law**

The learner needs to be able to demonstrate an understanding of the law **in a specific situation and in society**. Using a given situation the learner must state:

- Three reasons why society needs rules
- Why we need laws
- How laws are made
- How laws are enforced

**Understanding of the democratic and electoral processes**

The learner needs to demonstrate that they understand the democratic and electoral process by giving an outline of the ways one of the following elections is carried out:

- **School council elections**
  Yearly, school principal will give notice of the date, time and location, nominations given, secret ballot, based on Department for Education regulations

- **Local elections**
  Vote for councillors who run local services, elected for a term of four years, must be 18 to vote, must be registered to vote, secret ballot

- **National elections**
  Formal, secret ballot, postal vote, polling station, constituencies, electoral commission, at least every five years, majority system, over 18 to vote, registered to vote

They must also outline three of the main roles of one of the following:

- **A school council representative**
  Assist in school governance; ensure pupils' best interests; ensure compliance with regulations and legislation; assist with developing, reviewing and updating school policies; attend meetings; work as part of a team; respect different skills, knowledge and experience; share workload and responsibilities; good listeners and communicators

- **A local councillor**
  Represent local communities, community leaders, policy makers such as: housing, social services, planning, environment; work with local groups and organisations such as: the police, schools, health services; act as a source of information; able to communicate, present information, chair meetings, manage time

- **An MP**
  Represent a constituency; carry out work on behalf of the constituency with problems and concerns regarding: tax, health, pensions, immigration, schools; present petitions

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**Understanding of rights and responsibilities**

The learner needs to show their understanding of their rights and responsibilities; in order to do this, they will need to identify two of his/her rights and responsibilities for each of the following:

- As a consumer
  - Returning items
  - Repair
  - Replace
  - Refund
  - Fit for purpose
  - Buying a service

- As a member of a community
  - Ability to participate in living; education; recreation; employment; share experiences; values; safe, secure environment

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**Unit Title:** Understanding Young People, Law and Order
**Unit Reference Number:** M/508/5632

**Credit Value of Unit:** 3 **GLH of Unit:** 27 **Level of Unit:** 1

**Introduction**

Learners will study the causes and impacts of youth crime and develop an understanding of the Youth Justice System, sentencing and the roles of local agencies.

| Learning Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: |
|---|---|
| 1 Understand why young people become involved in crime | 1.1 Outline two reasons why young people become involved in crime |
| 2 Appreciate the consequences of crime on different people | 2.1 Identify the consequences of a given crime for:<br>▪ The victim<br>▪ The offender<br>▪ Others |
| 3 Demonstrate knowledge of the Criminal/ Youth Justice System | 3.1 Identify and outline each stage of the Criminal/ Youth Justice System from reporting through to sentencing |
| | 3.2 List the people involved at each stage |
| 4 Appreciate custodial and alternative forms of sentences | 4.1 State two arguments for and two arguments against custodial sentences |
| | 4.2 List two alternative forms of sentence |
| 5 Appreciate the role of a local agency | 5.1 Outline the support offered to young offenders or their victims by one local agency, for example, Youth Offending Team, Probation Service and Victim Support |

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| Indicative Content |
|---|

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

**Young people and crime**

The learner needs to give two reasons why young people become involved with crime. Examples:

- Gangs provide a sense of belonging and acceptance
- The result of years of neglect and/or abuse
- Poverty
- Curiosity
- Become dependent on the 'rush'
- Escape problems
- Peer pressure
- Substance abuse/dependency

**Consequences of crime**

The learner also needs to appreciate the consequences of crime for different people. They need to look at a specific crime and consider the consequences for those involved: the victim, the offender and any others.

Examples of specific crimes could be:

- Stolen car
- Stolen mobile
- Road accident
- House break-in
- Fire
- Violence
- Cyber bullying

**Criminal and Youth Justice System**

The learner needs to show that they have:

- Identified and outlined each stage of the Criminal/Youth Justice System from reporting through to sentencing
- Listed the people involved at each stage

**Custodial and alternative forms of sentences**

The learner needs to show that they have:

- Stated two arguments for and two arguments against custodial sentences
- Listed two alternative forms of sentence

**Role of a local agency**

The learner needs to show that they have outlined the support offered to young offenders or their victims by one local agency, for example:

- Youth Offending Team
- Probation Service
- Victim Support

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**Unit Title:** Introduction to Counselling Skills Theories
**Unit Reference Number:** F/618/1825

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit provides learners with the opportunity to develop knowledge of the three main counselling theoretical approaches, enabling a link to be made between counselling theory and skills.

| Learning Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: |
|---|---|
| 1 Know elements of counselling theories | 1.1 Describe key elements of psychodynamic theory |
| | 1.2 Describe key elements of person-centred theory |
| | 1.3 Describe key elements of cognitive behavioural theory |
| | 1.4 Identify the key differences between the above theories |
| 2 Know the significance of counselling theory | 2.1 Describe how counselling theory underpins the use of counselling skills |

**Indicative Content**

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

**Know elements of counselling theories**

**Psychodynamic theory** – Freud, Klein, Jung, etc.; psychoanalysis (unconscious, pre-conscious, conscious, repression, resistance, free association, transference, splitting, dream interpretation); personality theory (id, ego and super-ego); tension and conflict; anxiety; psychosexual stages (oral, anal, phallic, latency, genital, Oedipus complex).

**Person-centred theory** – Carl Rogers; core conditions (unconditional positive regard, empathy, congruence); six conditions required for personality change (psychological contact, client vulnerability, therapist genuineness, therapist unconditional positive regard, therapist empathy, client perception); the healing relationship; client desire to change / acceptance of current situation.

**Cognitive-behavioural theory** – Beck and Ellis; thinking errors (faulty information processing, unhelpful thinking styles); negative automatic thoughts; arbitrary inference (jumping to conclusions); selective abstraction (negativity about things); over-generalisations; magnification and minimisation (focusing on the negative and underplaying positive); personalisation (bearing all responsibility by themselves); all-or-nothing thinking (seeing everything as black or white).

Comparing and contrasting; key differences and similarities between the approaches.

**Know the significance of counselling theory**

How theories are developed (research, analysis etc.); theory as a foundation to counselling and for counsellor to develop own practice and techniques; a framework in which to operate; a 'pick-and-mix' approach (integrative approach); a basis for professional practice.

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**Unit Title:** Using Counselling Skills
**Unit Reference Number:** J/618/1826

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit provides learners with the opportunity to develop counselling skills in a helping relationship.

| **Learning Outcomes**<br><br>The learner will: | **Assessment Criteria**<br><br>The learner can: |
|---|---|
| 1 Know what core counselling skills are | 1.1 Identify core counselling skills |
| | 1.2 Describe how core counselling skills can be used in a counselling relationship and in other helping activities |
| 2 Know how to establish a helping relationship | 2.1 Describe the boundaries that need to be taken into account when starting a new helping relationship |
| | 2.2 Describe how to agree objectives for a new helping relationship |
| 3 Be able to use core counselling skills in a helping relationship | 3.1 Demonstrate how to use core counselling skills in a helping relationship |
| | 3.2 Discuss how effective the use of core counselling skills have been in developing the helping relationship |
| 4 Know how to conclude a helping interaction | 4.1 Describe useful strategies for ending a helping relationship |
| | 4.2 Describe the possible impact of a helping relationship ending |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Know what core counselling skills are**<br><br>Core counselling skills: positive regard for client; respect, empathy and genuineness; active listening; overcoming blocks to listening; open-ended questioning; questioning techniques; use of examples and metaphor; reflection; paraphrasing and summarising, body language, transactional analysis, etc.; use of core skills; when appropriate to use; what is a counselling or helping relationship. |
| **Know how to establish a helping relationship**<br><br>Professionalism in relationships; the client-helper relationship and its boundaries; dual relationships (e.g. personal/professional, work colleague/counselling); benefits and issues that may arise from dual relationships; boundaries in terms of what helper can and cannot do; formal/informal interaction; ethical and moral considerations; how personal involvement can compromise the relationship; impartiality (i.e. not telling client what to do but helping them to explore possibilities); importance of setting boundaries as a framework in which to contain the relationship; agreeing objectives; giving control to the person being helped; SMART objectives (Specific, Measurable, Achievable, Realistic, Time-related); confidentiality issues. |
| **Be able to use core counselling skills in a helping relationship**<br><br>Using core counselling skills; nature of a helping relationship; importance of the person being helped remaining in control; reviewing effectiveness of use of counselling skills. |
| **Know how to conclude a helping interaction**<br><br>Strategies – setting limits at start (time- or objective-based, contract); planning; phased endings; review process (achievements, progress, future goals); handover where appropriate; impacts – sadness, gratitude, indifference and anxiety. |

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**Unit Title:** Introduction to Health Studies
**Unit Reference Number:** L/618/1827

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit provides an introduction into the different perspectives of health studies, the methods and applications of research and the skills and qualities needed for a career in this area.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand what is studied in health studies | 1.1 Describe what is studied in health studies |
| 2 Understand different perspectives in health studies | 2.1 Describe different explanatory models of health and ill health |
| | 2.2 Describe how different models of health and ill health may affect practice |
| 3 Understand the purpose of health studies | 3.1 Describe the purpose of health studies |
| 4 Know research methods used in health studies | 4.1 Describe research methods used in health studies |
| 5 Know how health research findings may be applied | 5.1 Describe how findings in health research may be applied in practice |
| 6 Know careers available in health | 6.1 Describe different careers available in health |
| 7 Know skills and qualities needed for careers in health | 7.1 Describe the skills and qualities needed to work in a specific career in health |
| | 7.2 Assess own skills and qualities in terms of pursuing a specific career in health |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Understand what is studied in health studies** – e.g. human growth and development, factors affecting health and well-being, promoting health and well-being, principles of care, health care services, social care services, early years services, safeguarding, job roles within health care.<br><br>**Understand different perspectives in health studies –** the relationship between health and disease, health models e.g. biomedical – treating the disease or injury; holistic – focuses on the person as a whole; personal behaviour model – people will act to prevent ill health. How these models affect practice e.g. the holistic model leads to a multidisciplinary approach to treatment.<br><br>**Understand the purpose of health studies** – e.g. to provide knowledge and understanding of the health and social care sector in a vocational context.<br><br>**Know research methods used in health studies** - the purpose of research; quantitative, qualitative, mixed methodology; questionnaires with open and closed questions, interviews, case studies, action research, participants, sampling methods, ethics, primary and secondary research.<br><br>**Know how health research findings may be applied** – Diagnosis and treatment, to inform policy makers and practitioners, to identify gaps in provision, to inform health promotion campaigns, provide further knowledge and understanding, identify needs of specific groups.<br>**Know careers available in health-** e.g. social worker, occupational therapist, nursing, care management, health therapies, personal assistant, outreach worker, community support, counsellor etc.<br>**Know skills and qualities needed for careers in health –** core skills e.g. compassion, empathy, communication, time management, emotional resilience, numeracy, IT etc. Skills/qualities related to specific careers e.g. counsellor: Listening skills, empathy and understanding, a non-judgemental attitude, patience and a calm manner etc. Occupational therapist: patience, determination, enthusiasm, excellent interpersonal and communication skills, good teamworking skills etc. Reflection and self-assessment of personal skills and attributes. |

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**Unit Title:** Understanding the Physical Development of Children and Young People
**Unit Reference Number:** R/618/1828

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

Through this unit learners will develop an understanding of the importance of physical health and strategies used to provide safe, appropriate physical activities for children and young people.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the physical growth and development of children and how this relates to other aspects of their development | 1.1 Describe the physical development of children and how this relates to other aspects of their development |
| 2 Understand the necessary requirements for promoting the physical development of children | 2.1 Describe with examples the requirements needed to promote the physical development of children |
| 3 Understand the difference between fine and gross motor skills and their development using a range of activities and different equipment | 3.1 Know different approaches and equipment which can be used to promote both fine and gross motor skills |
| 4 Understand the importance of maintaining a safe environment whilst promoting the physical development of children | 4.1 Describe how to maintain a safe environment whilst promoting the physical development of children |
| 5 Understand ways of promoting physical development in children and young people without discriminating on grounds of gender, race, culture or disability | 5.1 Describe strategies which could be used to overcome stereotyping when promoting physical development in children and young people |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Understand the physical growth and development of children and how this relates to other aspects of their development**<br>The expected rate and pattern of physical and motor development, communication and intellectual development and social, emotional and behavioural development. In each of the age groups:<br>Birth–3 years, 3–7 years, 7–12 years, 12–16 years. Use of centile charts. How physical and motor development, communication and intellectual development and social, emotional and behavioural development are linked and how they can affect each other. Factors affecting development – social and/or cultural background, health, social environment, language, special educational needs. |
| **Understand the necessary requirements for promoting the physical development of children**<br>Exercise - age-appropriate activities, active toys, safe environments, role models; healthy, balanced diet, good sleep routines etc. |
| **Understand the difference between fine and gross motor skills and their development using a range of activities and different equipment**<br>Gross motor skills using large muscle movements e.g. crawling, walking, running; fine motor skills using smaller muscles e.g. grasping, drawing.<br>Activities to promote gross motor skills e.g. tummy time, running, ball skills, swimming, cycling, climbing etc.<br>Activities to promote fine motor skills e.g. play dough, water play, painting, using scissors, threading etc. |
| **Understand the importance of maintaining a safe environment whilst promoting the physical development of children**<br>Space, hazard free areas, well maintained, safe equipment, appropriate clothing and footwear etc. |
| **Understand ways of promoting physical development in children and young people without discriminating on grounds of gender, race, culture or disability**<br>Variety of toys/activities/sports, use of role models, mixed group/gender activities/teams, avoid stereotyped speech, address issues whenever they occur and take appropriate action, promote understanding and sensitivity, respond to questions and comments – deal with misconceptions etc. |

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**Unit Title:** Understanding Mental Health
**Unit Reference Number:** Y/618/1829

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

Through this unit learners will develop an understanding of the causes, symptoms and support available for people with mental health illnesses.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the term 'mental health' | 1.1 Define the term 'mental health' |
| | 1.2 Describe the key symptoms of mental health illnesses |
| | 1.3 Describe the impact of mental health problems |
| 2 Know about methods for treating and/or controlling mental illness | 2.1 Describe management and treatment approaches that may be used in mental illnesses |
| | 2.2 Compare the strengths and weaknesses of the different approaches described |
| 3 Know about aggressive behaviour | 3.1 Describe obvious signs of aggressive behaviour |
| | 3.2 Explain causes of aggressive behaviour |
| | 3.3 Describe different ways of defusing and controlling volatile situations |
| 4 Know about the role of therapeutic communication skills in mental health | 4.1 Outline therapeutic verbal and non-verbal communication skills used in mental health |
| | 4.2 Give an example of the use of skills, describing own strengths and weaknesses |
| 5 Know about the roles and functions of agencies and individuals providing care services for people who are mentally ill | 5.1 Identify the different agencies working the field of mental health |
| | 5.2 Explain the roles of the identified agencies |
| | 5.3 Explain how they relate to each other to support an individual with mental illness |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Understand the term 'mental health' -** psychological and emotional well-being; symptoms of mental health illness e.g. feeling sad or down, confused thinking or reduced ability to concentrate, excessive fears, worries, or feelings of guilt, mood changes of highs and lows, social withdrawal, problems sleeping, inability to cope with daily life, alcohol or drug misuse, anger, suicidal thoughts etc. Impacts e.g. family breakdown, job loss, serious/chronic diseases etc.<br><br>**Know about methods for treating and/or controlling mental illness -** strengths and weaknesses of talking treatments e.g. CBT, medication, creative therapies, complementary/alternative medicines etc.<br><br>**Know about aggressive behaviour –** signs**:** behavioural e.g. hitting, kicking, yelling; physical e.g. increased breathing, heart rate; cognitive e.g. poor decision making; psychosocial e.g. angry, intolerant. Causes: genetic, environmental, mental health illness. Controlling volatile situations: space and time, avoid restraints unless necessary, listen, talk, reassurance etc.<br><br>**Know about the role of therapeutic communication skills in mental health –** verbal e.g. listening, paraphrasing, summarising, questioning – open questions; non-verbal e.g. eye contact, facial expressions, physiological responses, appearance, silence, touch etc. Self-assessment of strengths and weaknesses.<br><br>**Know about the roles and functions of agencies and individuals providing care services for people who are mentally ill –** agencies e.g. NHS, GPs, Mind, The Samaritans, Crisis, Rethink Mental Illness, Shout crisis text line, community mental health teams etc. |

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**Unit Title:** Understanding Child Protection Theory
**Unit Reference Number:** H/618/1784

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit provides learners with an understanding of children's rights and how to identify when they are suffering from abuse. Learners will be able to use observational skills to identify and report signs of abuse and will understand the need for confidentiality when using and keeping records.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the relationship between children's needs and children's rights | 1.1 Describe with examples the universal needs of children |
| | 1.2 Describe how these needs become rights |
| 2 Understand the different forms that child abuse can take and the effects this can have on children | 2.1 Describe signs and symptoms of different forms of possible abuse |
| | 2.2 Describe the effects abuse can have on children |
| 3 Understand the importance of responding professionally to a child's disclosure of abuse | 3.1 Describe the importance of responding professionally to a child's disclosure of abuse |
| 4 Be able to use observational skills to make and maintain appropriate records around issues of child protection | 4.1 Describe how appropriate records can be made based on skilled observation around issues of child protection |
| | 4.2 Demonstrate some key skills used when observing children and adults |
| 5 Be aware of family circumstances which may result in abusive situations | 5.1 Describe with examples family circumstances which may result in abusive situations |
| 6 Understand the roles and responsibilities of key professionals in relation to child protection | 6.1 Describe the roles and responsibilities of key professionals in relation to child protection |
| 7 Understand the importance of confidentiality in relation to child protection procedures and record keeping | 7.1 Describe the importance of confidentiality in relation to child protection issues and procedures |
| | 7.2 Describe how confidentiality can be maintained in keeping and using records |

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| Indicative Content |
| --- |
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Understand the relationship between children's needs and children's rights -** universal needs – physical, social and cultural, psychological, spiritual; 1989 UN Convention on the Rights of the Child – places an obligation on governments and adults to meet these needs; commitment to fulfilling these needs creates rights. |
| **Understand the different forms that child abuse can take and the effects this can have on children -** signs of abuse generic or specific e.g. unexplained change of behaviour, becoming withdrawn, anxiety, aggression, alcohol and drug misuse, issues with relationships, inappropriate knowledge of adult issues, physical signs such as bruising, bleeding, burn scars etc, using clothing to cover signs, bed wetting, self-harm, eating disorders etc. |
| **Understand the importance of responding professionally to a child's disclosure of abuse - –** listen, record, reassurance and sensitivity, follow employer's safeguarding procedure, report immediately to designated person, don't make promises you can't keep. |
| **Be able to use observational skills to make and maintain appropriate records around issues of child protection –** observational skills e.g. looking, listening, recording responses and behaviours, the need for objectivity and reflection; appropriate questioning. |
| **Family circumstances which may result in abusive situations –** Factors such as violence, drug and alcohol use and mental illness may negatively impact on a parent/carer's ability to provide the right supervision, nurture and care for their children. |
| **Understand the roles and responsibilities of key professionals in relation to child protection –** Department for Education, Local Authorities, clinical commissioning groups, police, social workers, teachers, health visitors, school nurses etc. |
| **Understand the importance of confidentiality in relation to child protection procedures and record keeping –** developing relationships and building trust, ethical and legal responsibility to protect privacy of individuals and families, 'need to know' basis. Legal provisions for confidentiality e.g. UN Convention on the Rights of the Child, Data Protection Act, GDPR, clear procedures and protocols for recording, handling and sharing of personal data. Information sharing should be necessary, proportionate, relevant and secure. |

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**Unit Title:** The Sociology of Health
**Unit Reference Number:** R/618/1831

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

This unit introduces learners to the sociological concepts of health care.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand differing definitions of the concept of health | 1.1 Describe the differences between biomedical and social conceptions of health |
| 2 Be able to appreciate competing sociological approaches to the concept of mental illness | 2.1 Outline the views on mental illness offered by the approaches of:<br>a) Social Realism<br>b) Social Constructionism<br>c) Labelling theorists |
| 3 Understand sociological views on the role of medical professionals | 3.1 Explain sociological views on the role of medical professionals in society |

**Indicative Content**

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

**Understand differing definitions of the concept of health -** social model of health considers preventative measures; the biomedical model considers diagnosis, cure and treatment of disease.

**Be able to appreciate competing sociological approaches to the concept of mental illness –** social factors causing mental illness (biomedical model), social constructs that have formed through cultural and historical conversations between groups of individuals as the cause of mental illness rather than a deficit within the individual, the impacts of labelling on the development and definition of mental health.

**Understand sociological views on the role of medical professionals –** functionalist – good health and effective medical treatment are essential for the smooth running of society, hierarchical relationship between doctor and patient; conflict – emphasis on inequality in health care; symbolic interactionist – health and ill health defined by society.

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**Unit Title:** Nutrition, Performance and Healthy Eating
**Unit Reference Number:** Y/618/1832

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit introduces learners to the functions of food, the components of a balanced diet and the role that a balanced diet plays in weight control and sporting performance.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the function of food | 1.1 Explain the main functions of food |
| | 1.2 Outline the basic principles of digestion and absorption |
| | 1.3 Summarise the components of food and how these are needed in everyday diets |
| 2 Understand the relationship between food and health | 2.1 Discuss the concept of a balanced diet |
| | 2.2 Describe different sorts of diets |
| | 2.3 Discuss ways of promoting healthy eating |
| 3 Understand the basic principles of weight control | 3.1 Describe the principles of:<br>a) Fat weight loss<br>b) Lean weight gain<br>c) Weight maintenance |
| | 3.2 Describe the links between exercise and weight control |
| | 3.3 Design practical exercise sessions |
| 4 Understand why a balanced diet is required to maximise performance | 4.1 Explain why a balanced diet is required to maximise performance |

**Indicative Content**

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

**Understand the function of food -** provides nutrients used for energy (respiration), materials for growth and repair, to fight disease. Digestion is the breakdown of large macromolecules into small molecules which can be absorbed into the bloodstream. Carbohydrates: respiration to release energy, dietary fibre; lipids: cell membranes, long term energy store, insulation, protection; proteins: growth and repair, enzymes; minerals: e.g. calcium for bones and teeth, iron in red blood cells (haemoglobin); vitamins: e.g. vitamin A eyesight, B vitamins respiration, vitamin C cells lining surfaces etc.

**Understand the relationship between food and health –** balanced diet: appropriate proportions of carbohydrate, protein, lipid, water, minerals, vitamins and dietary fibre. Types of diet e.g. omnivore, vegetarian, vegan, pescatarian, gluten/dairy free etc. Promoting healthy eating e.g. advertising, government campaigns, education, the role of parents, taxes e.g. sugar tax, labelling.

**Understand the basic principles of weight control** – fat weight loss: weight loss due to loss of fat, lean weight loss: weight loss due to loss of muscle, weight maintenance: avoiding significant weight change. Effects of exercise: increases energy demand, decreases carbohydrates stored as fat.

**Understand why a balanced diet is required to maximise performance**
Optimising body weight and fat levels, carbohydrates for respiration and energy, proteins for growth and repair of muscles, water to prevent dehydration etc.

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**Unit Title:** Health Promotion in Care Settings
**Unit Reference Number:** D/618/1833

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

Through this unit learners will understand the concepts of health promotion and how they are incorporated in health care settings.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the concept of health promotion | 1.1 Outline what is meant by 'health promotion' |
| | 1.2 List the services that are involved in health promotion in health and social care |
| | 1.3 Explain how to assist individuals to access any of the services involved in health promotion in health and social care |
| | 1.4 Outline own role in health promotion |
| | 1.5 Describe how they would address the issue of an individual refusing to accept any advice and guidance on health matters |
| | 1.6 Discuss how personal preferences and beliefs can have an impact on health promotion |
| 2 Know how to promote principles of a healthy lifestyle | 2.1 Outline the differences between own lifestyle and that of an individual they are working with |
| | 2.2 Explain the reasons behind the differences |
| | 2.3 Describe how the following have an impact on healthy living:<br>a) Rest<br>b) Healthy eating<br>c) Exercise<br>d) Safe sex<br>e) Smoking<br>f) Alcohol<br>g) Drugs<br>h) Contact with a social world<br>i) Home/working environment |
| 3 Know about potential conflicts related to health promotion | 3.1 Identify situations where the care workers' standards may differ from those of:<br>a) The individual<br>b) Other colleagues |
| | 3.2 Discuss the potential conflict that these differences could cause |
| | 3.3 Explain ways of working through these conflicts |
| 4 Know about care workers keeping safe and healthy | 4.1 Explain the personal risks to care workers' safety and well-being |
| | 4.2 Outline safeguards that can be implemented to minimise the identified risks |
| | 4.3 Explain why it is necessary to unwind in an appropriate way after a period of work |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Understand the concept of health promotion -** enabling people to increase control over and to improve their health; services e.g. NHS, PHE, NICE guidance, Public Health Practitioners, Primary Care, schools etc. Hard to reach groups e.g. older people, BME, people in deprived areas; assisting access to health services e.g. specialist advice, contacting services, helplines, leaflets etc. Individual roles in health promotion in work and domestic settings; respecting individual's decisions to refuse advice and guidance, provide relevant, evidence-based advice; religious, cultural and social beliefs leading to lack of participation in health promotion e.g. vaccine hesitancy. |
| **Know how to promote principles of a healthy lifestyle –** importance of respect when comparing lifestyles and life choices, how rest, healthy eating, exercise, safe sex, smoking, alcohol, drugs, contact with a social world and home/working environment impact healthy living. |
| **Know about potential conflicts related to health promotion –** conflicts related to tasks, relationships, values etc. conflicts with patients, families, colleagues, causes of conflicts, managing conflicts through listening, empathy, problem solving etc. |
| **Know about care workers keeping safe and healthy –** personal risks e.g. biological, chemical, physical, psychosocial and environmental hazards; safeguards e.g. appropriate training, PPE, lone working practices etc. Stress management/avoidance techniques. |

**Unit Title:** Principles of Safeguarding and Protection in Health and Social Care
**Unit Reference Number:** H/618/1834

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

Through this unit learners will be able to recognise and react to signs of abuse. They will understand their roles and responsibilities to ensure the safeguarding and protection of individuals in the Health and Social Care sector.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Know how to recognise signs of abuse | 1.1 Define the following types of abuse:<br>• Physical abuse<br>• Sexual abuse<br>• Emotional/psychological abuse<br>• Financial abuse<br>• Institutional abuse<br>• Self-neglect<br>• Neglect by others |
| | 1.2 Identify the signs and/or symptoms associated with each type of abuse |
| | 1.3 Describe factors that may contribute to an individual being more vulnerable to abuse |
| 2 Know how to respond to suspected or alleged abuse | 2.1 Explain the actions to take if there are suspicions that an individual is being abused |
| | 2.2 Explain the actions to take if an individual alleges that they are being abused |
| | 2.3 Identify ways to ensure that evidence of abuse is preserved |
| 3 Understand the national and local context of safeguarding and protection from abuse | 3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse |
| | 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse |
| | 3.3 Identify reports into serious failures to protect individuals from abuse |
| | 3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse |
| 4 Understand ways to reduce the likelihood of abuse | 4.1 Explain how the likelihood of abuse may be reduced by:<br>• Working with person-centred values<br>• Encouraging active participation<br>• Promoting choice and rights |
| | 4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse |
| 5 Know how to recognise and report unsafe practices | 5.1 Describe unsafe practices that may affect the well-being of individuals |
| | 5.2 Explain the actions to take if unsafe practices have been identified |

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| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| | 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response |

| Indicative Content |
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**Please be aware that the indicative content supplied below is a suggested guide only.**

**Know how to recognise signs of abuse –** signs of abuse generic or specific e.g. unexplained change of behaviour, becoming withdrawn, anxiety, aggression, alcohol and drug misuse, issues with relationships, inappropriate knowledge of adult issues, physical signs such as bruising, bleeding, burn scars etc., using clothing to cover signs, bed wetting, self-harm, eating disorders, unusual/unexplained banking activity, shortage of money, unpaid bills, poor standards of care etc. Factors that could an individual more vulnerable to abuse e.g. children, children in care, lack of mental capacity, increasing age, being physically dependent on others, low self-esteem, previous history of abuse, negative experiences of disclosing abuse, social isolation lack of access to health and social services or high-quality information.

**Know how to respond to suspected or alleged abuse –** listen, record, reassurance and sensitivity, follow employer's safeguarding procedure, report immediately to designated person. Ways in which evidence is preserved e.g. rape victims should not change clothes or wash, securing the site, use of gloves, CCTV footage etc. Recognise that those making the allegations (whistle-blowers) and those subject to as yet unproven allegations have rights to protection.

**Understand the national and local context of safeguarding and protection from abuse –** legislation and guidance e.g. The Children Act (1989), The Safeguarding of Vulnerable Groups Act (2006), The Children and Social work Act (2017), The Mental Capacity Act (2005), The Care Act (2014), The Equality Act (2010), The Human Rights Act (1998), Female Genital Mutilation Act (2003); local policies and procedures from Local Authorities. Agencies e.g. NHS, Dept. Health and Social Care, DBS, OFSTED, CQC, Police. Independent research into reports of serious failures, the role of the individual in the workplace, students' own responsibilities.

**Understand ways to reduce the likelihood of abuse –** the importance of treating people with dignity, compassion and respect; co-ordinated, personalised care, support and treatment. Accessible complaints procedure assures the individuals that they can challenge poor standards of care without fear of reprisal.

**Know how to recognise and report unsafe practices –** any action that risks wellbeing or safety e.g. poor nutrition, forgetting medicines, inappropriate handling, using faulty equipment, lack of PPE, not maintaining confidentiality; duty of care, challenging immediately, finding alternative solutions; report to manager/supervisor, escalate to relevant agency if necessary.

**Unit Title:** Physiology and Exercise
**Unit Reference Number:** K/618/1835

**Credit Value of Unit:** 5 **GLH of Unit:** 50 **Level of Unit:** 2

**Introduction**

This unit covers the structure and function of the main body systems and then considers the short- and long-term impacts of exercise on those systems.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the structure and function of the skeleton and muscle tissue | 1.1 Describe the structure of the human skeleton |
| | 1.2 Describe the role of different types of joints in movement |
| | 1.3 Describe different types of muscle tissue |
| | 1.4 List their properties |
| | 1.5 Identify key muscles of the human body |
| | 1.6 Describe the importance of the muscles identified in effective movement of the body |
| | 1.7 Outline how skeletal muscles contract |
| | 1.8 Describe how energy is produced in skeletal muscle |
| | 1.9 List the joints and muscles used in different sporting movements |
| 2 Understand the structure and function of the respiratory system | 2.1 Describe the structure of the respiratory system |
| | 2.2 Explain how the lungs are ventilated |
| | 2.3 List the conditions necessary for effective gaseous exchange |
| | 2.4 Measure lung volumes |
| | 2.6 Explain the importance of lung volume |
| | 2.7 Describe the short-term responses of the respiratory system to exercise |
| 3 Understand the structure and function of the cardiovascular system | 3.1 Describe the structure of the heart |
| | 3.2 Describe the cardiac cycle |
| | 3.3 Outline the structure of arteries, veins and capillaries |
| | 3.4 Describe the function of arteries, veins and capillaries |
| | 3.5 Describe the short-term responses of the cardiovascular system to exercise |
| 4 Understand the long-term adaptations of the body to exercise | 4.1 List the effects of different types of training on:<br>a) The respiratory system<br>b) The cardiovascular system<br>c) The muscular/skeletal system |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Understand the structure and function of the skeleton and muscle tissue –** functions of the skeleton: support and protection, main bones, types of bone, functions; joints: ball and socket, hinge, gliding etc; types of muscle: smooth, skeletal, cardiac; involuntary/voluntary, fast twitch/slow twitch; muscles and movement: antagonistic pairs, contraction and relaxation e.g. biceps/triceps, quadriceps/hamstrings; contraction: actin and myosin fibres; energy released: ATP/ADP; muscle pairs involved in sporting movements e.g. throwing, kicking, jumping.<br><br>**Understand the structure and function of the respiratory system –** structure of the respiratory system: thorax, ribs, intercostals muscles, diaphragm, trachea, bronchi, bronchioles, alveoli, pleural membranes; role of intercostal muscles and diaphragm in ventilation; effective gaseous exchange: diffusion, concentration gradients, short distance, large surface area; lung volumes: tidal, inspiratory reserve, expiratory reserve, residual, spirometer, exercise: tidal volume increases, depth of breathing increases, rate of breathing increases, more oxygen into the body, more carbon dioxide removed.<br><br>**Understand the structure and function of the cardiovascular system –** heart structure, cardiac cycle: sequence of contractions and relaxations of four chambers, role of bicuspid and tricuspid valves; arteries: thick, muscular wall, veins: thin walls, valves, capillaries: small, single cell thickness; exercise: more carbon dioxide in muscles, accelerator nerve, heart rate increases, increased blood pressure, decelerator nerve.<br><br>**Understand the long-term adaptations of the body to exercise -** low intensity aerobic: cardiovascular and respiratory systems; resistance training: muscular and skeletal systems. |

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**Unit Title:** Life Processes and Living Things
**Unit Reference Number:** M/618/1836

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit provides learners with an introduction to the characteristics, structure and functioning of and interactions between living organisms.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1. Understand the nature of biological science. | 1.1 Define key attributes of living organisms. |
| | 1.2 Describe growth and reproductive strategies of selected organisms. |
| 2. Know about animal, plant and bacterial cells. | 2.1 Describe the structure and function of typical animal, plant and bacterial cells. |
| | 2.2 Describe the principles of diffusion, osmosis and active transport. |
| | 2.3 Define the principles of enzyme action. |
| 3. Understand inheritance. | 3.1 Describe the process of monohybrid inheritance. |
| | 3.2 Describe the principles of natural and artificial selection. |
| 4. Understand how organisms interact with the environment and each other. | 4.1 Define a range of key ecological terms. |
| | 4.2 Describe energy flow through a simple food chain. |
| | 4.3 Describe a selected example of evolution. |
| | 4.4 Describe the role of micro-organisms in nutrient recycling. |
| 5. Understand the structure and function of a key plant system. | 5.1 Describe the structure and function of a key plant system. |
| 6. Understand the structure and function of a key animal system. | 6.1 Describe the structure and function of a key animal system. |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Understand the nature of biological science** – characteristics of living organisms: nutrition, respiration, excretion, response to stimuli, movement, control of internal conditions, reproduction, growth and development. Growth and reproductive strategies e.g. animal, plants, fungi and yeasts, bacteria, viruses etc. |
| **Know about animal, plant and bacterial cells** – structure of plant, animal and bacterial cells, cell structures and their functions e.g. chloroplasts, mitochondria, nucleus, cell wall, cell membrane, cytoplasm, ribosomes and vacuole, similarities and differences. Explanation, comparison and examples of diffusion, osmosis and active transport. Enzymes: biological catalysts: proteins, active site, specificity to substrate, lock and key mechanism, induced fit theory, optimum temperature, optimum pH, denaturing examples e.g. digestive enzymes: amylase, proteases, carbohydrases etc. |
| **Understand inheritance –** monohybrid inheritance**;** definitions of key terms e.g. chromosome, gene, alleles, recessive, dominant, homozygous, heterozygous, genotype, phenotype; use genetic diagrams and/or punnett squares, determination of sex, co dominance. Natural selection: mutation, selection pressures give selective advantage, favoured form selected for, survival of the fittest; artificial selection/selective breeding use to produce plants and animals with desirable characteristics, techniques e.g. A.I., surrogate mothers, cloning, micropropagation etc. |
| **Understand how organisms interact with the environment and each other –** key ecological terms e.g. ecosystem, habitat, niche, population, community, biodiversity etc. Simple food chains, trophic levels: producers, primary, secondary and tertiary consumers, decomposers; pyramids of number, pyramids of biomass, pyramids of energy transfer, transfer of substances and energy along a food chain. Selected examples of evolution e.g. antibiotic resistance in bacteria, pesticide resistance, Darwin's finches, polar bears etc. The role of bacteria in the nitrogen and carbon cycles. |
| **Understand the structure and function of a key plant system –** e.g. reproductive system; leaf structure and photosynthesis; transport in plants: xylem and phloem, transpiration, root structure. |
| **Understand the structure and function of a key animal system -** e.g. reproductive system, digestive system, respiratory system, nervous system, circulatory system. |

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**Unit Title:** Introduction to Law in the United Kingdom
**Unit Reference Number:** T/618/1837

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

In this unit, learners will develop an understanding of legislation and the legal system within the UK. They will know how to obtain legal advice and the legal processes operated in the UK.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the structure and jurisdiction of courts in the UK | 1.1 Distinguish between criminal and civil law in the UK |
| | 1.2 Compare the jurisdiction of the different courts in the UK |
| 2 Understand the roles of personnel in the UK legal system | 2.1 Describe the roles of personnel operating in the UK legal system |
| 3 Understand the sources and processes of legal advice in the UK | 3.1 Describe the sources of legal advice available in the UK |
| | 3.2 Describe the processes of obtaining legal advice in the UK |
| 4 Understand key legal processes in the UK | 4.1 Describe some key legal processes operated in the UK |
| 5 Understand the alternatives to taking matters to court in the UK | 5.1 Describe legal alternatives to the formal UK court system in relation to an area of the law |
| 6 Know about career progression routes relevant to UK legal and related professions | 6.1 Compare progression routes available for legal and related professions in the UK |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Criminal law** relates to conduct or acts that are defined in law as offences against society such as murder or theft (breaking the law). If found guilty the accused may be sent to jail and/or fined.<br><br>**Civil law** relates to any harm or injury against an individual such as divorce, employment, contracts etc. The court will decide what compensation or action needs to be taken on judgement.<br><br>**Criminal courts** include: Magistrates Courts Crown Court, Court of Appeal.<br><br>**Civil courts** include: County Courts, High Court of Justice (Family, Queen's Bench and Chancery), Court of Appeal.<br><br>**Personnel in the UK legal system** may include: solicitors, barristers, Judges, juries, magistrates, clerk to the court etc.<br><br>**Legal advice in the UK** may come from: Citizen's Advice, solicitors, lawyers, Legal Aid, The Law Society etc.<br><br>**Legal processes** may include: litigation, criminal court, criminal justice, due process, debt collection etc.<br><br>**Alternatives to legal action** may include: mediation, conciliation, adjudication, arbitration, using an ombudsman or other regulatory body.<br><br>**Career progression routes in UK Legal profession** may include: bailiff, barrister, clerk to the court, coroner, court legal adviser, court usher, crown prosecutor, family mediator, forensic psychologist, forensic scientist, judge, legal executive, legal secretary, conveyancer, magistrate, probation officer, solicitor, trading standards officer, welfare rights officer etc. |

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**Unit Title:** Law in the Workplace
**Unit Reference Number:** F/618/1839

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This units covers the legal aspects of the workplace including the legal employment status of individuals, the importance of the contract of employment, how employment may be terminated and the legal requirements for an effective working environment.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the differences between a self-employed person and an employed person | 1.1 Describe the tests that are used to identify an employed person and a self-employed person |
| | 1.2 Describe the practical points that the tests examine to distinguish between an employed person and self-employed person |
| | 1.3 Explain how the courts will apply tests to different situations |
| | 1.4 Explain the principle of vicarious liability within course of employment |
| 2 Understand the importance of a contract of employment | 2.1 Describe the advantages of having a contract |
| | 2.2 Identify the main express terms that would usually be found in a contract of employment |
| | 2.3 Identify the implied terms of a contract of employment for the employer |
| | 2.4 Identify the implied terms of a contract of employment for the employee |
| 3 Understand how contracts of employment can be terminated | 3.1 Explain the main distinction between wrongful dismissal and unfair dismissal |
| | 3.2 Identify situations where a dismissal would be automatically unfair |
| | 3.3 Identify the potentially fair reasons for dismissal |
| | 3.4 Describe the different remedies for unfair dismissal and the procedures for obtaining these |
| | 3.5 Describe the pro formas used to commence an action including their content |
| 4 Understand the requirements of an effective working environment | 4.1 Describe the health and safety and equality legislation that applies to the working environment |
| | 4.2 Identify the difference between direct and indirect discrimination |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.** |

**Employed status** usually means:

- you have to do the work yourself.
- someone tells you where to work, when to work, how to work or what to do.
- someone moves you from task to task.
- you have to work a set number of hours.
- you are paid a regular wage or salary.
- you get overtime pay or bonus payments.
- You are responsible for managing anyone else employed by the person or company that you're working for.

**Self-employed status** usually means:

- you hire someone to do the work, or take on helpers at your own expense.
- you decide where to provide the services of the job, when to work, how to work and what to do, you can make a loss as well as a profit.
- you agree to do a job for a fixed price regardless of how long the job may take.
- you risk your own money.
- you provide the main items of equipment (not the tools that many employees provide for themselves) needed to do the job.
- you regularly work for a number of different people and require business set up in order to do so.
- you have to correct unsatisfactory work in your own time and at your own expense.

**Vicarious liability** is when a person is held responsible for the actions of another person such as an employer being held responsible for an employee's actions or a parent being held responsible for a child's actions.

**Contracts of employment** may include: employer's and employee's name, job title, and description of work, start date, how much and how often paid, hour of work, holiday entitlement, working location, length of contract, any probation period, any other benefits, obligatory training etc.

**Wrongful dismissal** refers to a person being dismissed breaking the terms of the contract such as without giving them proper notice or notice pay.

**Unfair dismissal** refers to when a person is dismissed by their employer without good reason for the dismissal or does not follow the company's formal disciplinary process.

**Reasons for dismissal** may include: incompetence, absenteeism, time-keeping issues, conduct issues, harassment and bullying, theft or criminal behaviour, use of substances (drugs and alcohol), violence or aggression.

**Requirements of an effective working environment** include health and safety, equal opportunities, discrimination (direct and indirect) etc.

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**Unit Title:** Understanding Young People, Law and Order
**Unit Reference Number:** T/618/1840

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

The focus of this unit is on young people and law and order. The learner will explore reasons why young people may become involved in crime and the consequences of crime on the victim and the offender. They will develop an understanding of the Criminal/Youth Justice System and identify local agencies who support young offenders and their victims.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand why young people might become involved in crime | 1.1 Describe three factors that may contribute to the reasons why young people become involved in crime |
| 2 Understand the consequences of crime on different people | 2.1 Describe the consequences of two given crimes for:<br>a) The victim<br>b) The offender<br>c) Identified/named others |
| 3 Know the Criminal/Youth Justice System | 3.1 Describe each stage of the Criminal/Youth Justice System from reporting through to sentencing |
| | 3.2 Describe the role of people involved at each stage |
| 4 Understand custodial and alternative forms of sentences | 4.1 Describe two arguments for and against custodial sentences |
| | 4.2 Describe the advantages and disadvantages of two alternative forms of sentence |
| 5 Know the roles of local agencies | 5.1 Describe how local agencies work together to provide support for young offenders and their victims |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Factors that contribute to young people being involved in crime** may include: poor education, truanting, broken family relationships, lack of parental or adult supervision, peer pressure, drug and alcohol abuse, mental health issues.<br><br>**Consequences of crime** for:<br><br>**The victim** may include: anger, strong emotions, feeling unwell, not being able to sleep, self-blame, depression, anxiety, drug or alcohol misuse etc.<br>**The offender** may include: criminal record, prevented from entering certain profession such as law, accounting, healthcare, education etc, travel restrictions to certain countries, jury service, housing, running for public office, taking out some insurances, withdrawal of driving licence etc.<br><br>**Stages of the Criminal/Youth Justice System** are:<br><br>1. Investigation by the Police<br>2. Crown Prosecution Service decide whether a case is likely to get a conviction in court<br>3. Magistrates Court or Crown Court hear the case<br>4. Prison sentencing is decided<br>5. Appeals<br>6. Probation services monitor prisoners on release and assist with employment and housing etc.<br><br>**Sentencing** may include: custodial sentences, suspended sentences, probation, community service, warnings, loss of privileges, fines etc.<br><br>**Support for young offenders and their victims** may come from: Youth Offending teams, crime prevention programmes, Action for Children, Trailblazers, YMCA etc. |

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**Unit Title:** Understanding Disability, Society and the Law
**Unit Reference Number:** A/618/1841

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

The purpose of this unit is to develop an understanding of how the legal framework in the UK protects disabled people and prevents discrimination. Learners will consider practical ways of supporting people with disabilities and learn about modern approaches and attitudes

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the legal framework for the protection of disabled people and its place in anti-discrimination legislation in the UK | 1.1 Describe the legal definition of disability |
| | 1.2 Describe the current legislation and its place in anti-discrimination legislation |
| | 1.3 Describe the importance of the law on disability discrimination to people with:<br>• Mental health problems<br>• Physical disabilities<br>• Learning disabilities<br>• Visual impairment<br>• Hearing impairment |
| 2 Know how to support people with disabilities so they are cognisant of and able to exercise their rights under the law | 2.1 Describe a number of practical ways of supporting people with disabilities so they are cognisant of and able to exercise their rights under the law |
| | 2.2 Describe the importance of taking into account a wide range of needs when disseminating information to people with disabilities |
| 3 Understand the current philosophies towards people who have support needs | 3.1 Describe present-day philosophies that underpin and support people with:<br>• Mental health problems<br>• Physical disabilities<br>• Learning disabilities<br>• Visual impairment<br>• Hearing impairment |
| | 3.2 Illustrate by example based on these philosophies how to work effectively with an individual from one of these groups to enable them to achieve an 'ordinary life' |
| | 3.3 Compare the strengths and weaknesses of the medical model and social model of disability |
| 4 Understand the historical and present-day attitudes in society towards people with disabilities | 4.1 Describe the historical and present-day values and attitudes to people with:<br>• Mental health problems<br>• Physical disabilities<br>• Learning disabilities<br>• Visual impairment<br>• Hearing impairment |
| | 4.2 Describe the effect these perceptions have had on the treatment in society of one of these groups of disabled people |
| | 4.3 Compare the strengths and weaknesses of the medical model and social model of disability |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Definition of disability** - Under the Equality Act 2010, the definition of a disability is a physical or mental impairment that has a substantial and long-term negative effect on someone's ability to do normal daily activities.<br><br>**Current legislation in relation to disability** is stated in the Equality Act 2010, the act covers employment, education and dealing with the police.<br><br>**Learners should be able to describe the importance of disability discrimination** to people with:<br><br>• Mental health problems<br>• Physical disabilities<br>• Learning disabilities<br>• Visual impairment<br>• Hearing impairment<br><br>**Attitudes, perceptions and philosophies relating to disability:**<br><br>**Present day philosophies** may include: flexible and personalised care, social inclusion, peer support, active community involvement, confidence building etc.<br><br>The **Medical Model of Disability** suggests that the disabled person is impaired and therefore the problem. **Social Model of Disability** suggests that the problem rest with society and the social barriers that exist in the environment, people's attitudes and organisations. |

**Unit Title:** Understanding Retail Consumer Law
**Unit Reference Number:** F/618/1842

**Credit Value of Unit:** 2 **GLH of Unit:** 20 **Level of Unit:** 2

**Introduction**

This unit looks at the law in relation to the retail sector and consumer protection. It covers protection in relation to products being fit for purpose, unfair trading, consumer credit, data protection and sale of age-related products. Learners will explore the consequences for businesses of not abiding by such protection legislation.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand how consumer legislation protects the rights of customers | 1.1 State the purpose of consumer legislation in relation to retail |
| | 1.2 Describe the key principles and concepts of consumer legislation such as fitness for purpose, misinterpretation and merchantable quality |
| 2 Know the main provisions for the protection of consumers from unfair trading practices | 2.1 Describe the provisions in place to protect consumers from unfair trading practices |
| | 2.2 Describe retail employees' responsibilities in ensuring fair trading practices |
| 3 Know the main provisions of consumer credit legislation in relation to retail | 3.1 Describe the key legal responsibilities of a retail business and its employees when offering credit facilities to customers |
| 4 Know the main provisions of data protection legislation in relation to retail | 4.1 Describe the key responsibilities and obligations of a retail business and its employees under current data protection legislation |
| 5 Know the main provisions of the law relating to the sale of licensed and age-restricted products | 5.1 Identify the responsibilities and obligations of a retail business and its employees in relation to the sale of licensed goods |
| | 5.2 Identify the responsibilities and obligations of a retail business and its employees in relation to the sale of age-restricted goods |
| 6 Understand the consequences for businesses and employees of contravening retail law | 6.1 Describe the legal consequences for businesses and employees of contravening retail law |
| | 6.2 Describe the probable commercial consequences and sanctions for employees and businesses of contravening retail law |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Principle of consumer law** is to protect the consumers from poor-quality products, services and business practices.<br><br>**Consumer protection laws** include:<br>▪ The Consumer Rights Act 2015<br>▪ The Consumer Protection Act 1987<br><br>**Unfair trading practices** include: unfair commercial practices, promoting unfair commercial practices, misleading actions, misleading omissions, aggressive commercial practices etc.<br><br>**Consumer Credit Legislation** includes: Consumer Credit Act 2006, Financial Services and Markets Act 2000, Financial Services (Distance Marketing) Regulations.<br><br>**Data Protection legislation** includes: Data Protection Act 2018 (GDPR).<br><br>**Sales of licensed and age-restricted products** legislation includes: Age Restricted Products and Services Framework and Code of Practice for Regulatory Delivery.<br><br>**Potential consequences of contravening retail legislation** may include: litigation, fines, closure of business, withdrawal of licences, imprisonment etc. |

**Unit Title:** Law in Action: Criminal Law
**Unit Reference Number:** J/618/1843

**Credit Value of Unit:** 3 **GLH of Unit:** 30 **Level of Unit:** 2

**Introduction**

This unit delivers a basic understanding of criminal law in the UK and considers a range of offences

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Know about concepts in criminal law | 1.1 Define actus reus, mens rea and strict liability |
| 2 Know about fatal offences | 2.1 Define and describe key elements of different fatal offences, including murder, voluntary manslaughter based on diminished responsibility and loss of control, involuntary manslaughter (constructive and gross negligence) |
| 3 Know about non-fatal offences | 3.1 Define and describe key elements of different non-fatal offences against the person, including common assault (assault and battery), assault occasioning actual bodily harm, grievous bodily harm and wounding |
| | 3.2 Use a case study to outline the key aspects of a specific non-fatal offence |
| 4 Know about property offences | 4.1 Define and describe key elements of different property offences, including theft, robbery, burglary and aggravated burglary, making off without payment |
| 5 Know about general defences | 5.1 Explain different general defences, for example insanity, automatism intoxication, duress, duress of circumstances/necessity, self-defence, consent |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Actus reus** is defined as:<br>"*an element of criminal responsibility, the wrongful act or omission that comprises the physical component of a crime. Criminal statutes generally require proof of both* actus reus *and* mens rea *on the part of a defendant in order to establish criminal liability*." www.the freedictionary.com<br>**Mens rea** is defined as:<br>*"an element of criminal responsibility, a guilty mind; a guilty or wrongful purpose; a criminal intent. Guilty knowledge and wilfulness."* www.the freedictionary.com<br><br>**Strict liability** is defined as:<br>*"Absolute legal responsibility for an injury that can be imposed on the wrongdoer without proof of carelessness or fault."* www.the freedictionary.com<br><br>**Fatal offences** include: murder, voluntary manslaughter based on diminished responsibility and loss of control, involuntary manslaughter (constructive and gross negligence).<br><br>**Non-fatal offences** include: common assault (assault and battery), assault occasioning actual bodily harm, grievous bodily harm and wounding.<br><br>**Property offences** include: theft, robbery, burglary and aggravated burglary, making off without payment.<br><br>**General defences** may include: insanity, automatism intoxication, duress, duress of circumstances/necessity, self-defence, consent. |

**Unit Title:** Consumer Law
**Unit Reference Number:** L/618/1844

**Credit Value of Unit:** 1 **GLH of Unit:** 10 **Level of Unit:** 2

**Introduction**

The aim of this unit is to develop an understanding of consumer law in the UK and the regulatory bodies who have a formal or informal responsibility to monitor the protection of consumers.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| 1 Understand consumer protection legislation | 1.1 Describe the key features of legislation designed to protect the consumer |
| | 1.2 Analyse the effectiveness of the legislation |
| 2 Understand the function of regulatory bodies | 2.1 Describe the function of regulatory bodies |
| | 2.2 Analyse the effectiveness of regulatory bodies |

**Indicative Content**

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

**Principle of consumer law** is to protect the consumers from poor-quality products, services and business practices.

**Laws to protect the consumer include:**

- The Consumer Rights Act 2015
- The Consumer Protection Act 1987
- General Product Safety Regulations 2005
- Electronic Commerce Regulations 2002
- Consumer Protection (Distance Selling) Regulations 2000
- Consumer Credit Act 2006, Financial Services and Markets Act 2000,
- Financial Services (Distance Marketing) Regulations
- Data Protection Act 2018 (GDPR)
- Age Restricted Products and Services Framework and Code of Practice for Regulatory Delivery

**Regulatory bodies to protect the consumer** include:

- Training Standards
- Office of Fair Trading
- Consumer Protection Association
- Competition Commission
- Financial Conduct Authority
- Prudential Regulations Authority
- National Consumer council
- Which?

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**Summary Record of Achievement**
**Level 2 Certificate in Skills for Further Education and Employment**

| Unit Title | Level | Credit Value | Date Completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Learner Name _____

Minimum Credit Value of Qualification: 21

Minimum Credit Value at Level being claimed: 12

Level Claimed _____

Total Credit Value at Level being claimed _____

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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Tracking Sheet

**Unit Title** _____

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|---|---|---|---|
| 1.1 | | | | |
| 1.2 | | | | |
| 1.3 | | | | |
| 2.1 | | | | |
| 2.2 | | | | |
| 2.3 | | | | |

**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 _____

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### Level 2 Preparing to Support Learning Assessment Task

In this assessment task, the learner must demonstrate

- Knowledge of the role of a learning support practitioner
- Ability to plan, prepare and deliver a micro learning support session
- Reflection on own performance in the learning support role

The assessment task comprises three sections. All sections must be completed.

**Section 1 – The Learning Support Role**

In this section, the learner will demonstrate understanding of the learning support role, its responsibilities and boundaries. This should include

- A review of the learning support role, explaining its responsibilities and limits
- A review of the records that must be maintained and the reasons for them
- A summary of specific legislation that must be complied with/of which practitioners must be aware
- A discussion of equality and diversity issues relevant to a learning support situation

**Section 2 – Planning, Preparing, Delivering and Providing Feedback on a Micro Learning Support Session***

In this section, the learner will produce evidence that they have planned, prepared and delivered a 15-minute micro learning support session. The evidence should include

- A session plan for the 15-minute micro learning support session
- A rationale for the session plan
- Any learning materials produced for the session;
- Tutor feedback
- Feedback from a minimum of 3 peers

**If the learner is already engaged in real learning support practice, this can be used to meet the requirements for micro learning support and assessed observation. An Observation Record Form is provided in Appendix 4.*

**Section 3 – Reflection and Evaluation**

In this section, the learner will evaluate the micro learning support session that was delivered, using their reflections on the experience and feedback from tutors and peers to identify key strengths and areas for development.

The issues that should be addressed are

- Planning and preparation
- Learning support strategies
- Resources
- Assessment methods and feedback

Reflection is a complex issue but there are two important strands:

**Reflective Learning**

The systematic analysis of what an individual learns, concerning the content, the learning process, that factors that affect learning.

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**Reflective Practice**

The systematic analysis of what, why and how an individual teaches; asking questions and seeking to improve professional practice.

The following questions will prompt the learner to engage in appropriate reflective practice

- What happened? (Describe two or three key features of the session)
- How did I feel? (Thoughts / feelings both at the time and afterwards)
- What went well and why?
- What could have been improved and how?
- What have I learned from this experience?
- What else could I have done?
- What can I do next time?

**Rationales / analysis / discussions / evaluations / reflections must be referenced, where appropriate, using the Harvard bibliographical referencing system.**

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**Observation Record Form**
**Level 2 Certificate in Skills for Further Education and Employment**

Learner Name _____

Unit:

Level: _____

Criteria assessed through Observation (Give number(s) from the unit specification)

_____

| What the learner had to do |
| --- |
| |

| Assessor's comments on learner performance |
| --- |
| |

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

Assessor Signature_____

Date _____

Internal Verifier (if sampled)_____

Date _____

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