

Ascentis Entry 1 and 2 Award and Ascentis Entry 1 and 2 Certificate in Life Skills

Specification

These qualifications are being withdrawn. The last date of registration for learners is 31st July 2026 after which no further learners can be registered.

The certification end date is 31st July 2027. If you require any further clarification, please email development@ascentis.co.uk.

Ofqual Number:

Entry 1 Award:	600/8235/5
Entry 2 Award:	600/8304/9
Ofqual Review Date:	31/07/2027
Ofqual Certification Review Date:	31/07/2028

Entry 1 Certificate:	500/5851/4
Entry 2 Certificate:	501/1661/7
Ofqual End Date:	31/07/2026
Ofqual Certification End Date:	31/07/2027

ABOUT ASCENTIS

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

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

Ascentis is distinctive and unusual in that it is both:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

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

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

ASCENTIS CONTACT DETAILS

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Company limited by guarantee. Registered in England and Wales No. 06799564. Registered Charity No. 1129180

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ASCENTIS ENTRY 1 AND 2 AWARD AND CERTIFICATE IN LIFE SKILLS

Introduction

The Ascentis Awards and Certificates in Life Skills at Entry 1 and Entry 2 provides an introduction to the essential skills needed to establish an independent lifestyle. The target learners are those who need support to live an independent lifestyle and they can encourage learners to move towards other literacy, numeracy and vocational programmes at the appropriate level.

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

- Assessment is through the building up of a portfolio of evidence to demonstrate that all the assessment criteria have been met
- Evidence can be generated within a wide range of contexts allowing the qualification to meet the specific Life Skills requirements of the learners
- Moderation and certification can be offered throughout the year, allowing maximum flexibility for centres

Aims

The aims of the qualifications are:

- 1 To promote independent living skills and confidence in learners
- 2 To reward the achievement of learners for the skills they have developed
- 3 To help the learner progress towards Literacy, Numeracy, ICT and Vocational qualifications.

Target Group

These qualifications are aimed at those learners who may need help and support to develop their life skills in order that they can live an independent lifestyle.

Qualification Accreditation Number (Ofqual)

Entry 1 Award: 600/8235/5

Entry 2 Award: 600/8304/9

Entry 1 Certificate: 500/5851/4

Entry 2 Certificate: 501/1661/7

Rationale for the Rules of Combination

To achieve the **Award** learners must achieve one optional units.

To achieve the **Certificate** learners must achieve at least four optional units

Units at Entry 1, 2 and 3 can be combined. The tutor must ensure that at least 51% of the total credit is achieved at the level of certification.

Rules of Combination

Ascentis Entry 1 and 2 Award in Life Skills				
				Credits: 8
Title	Level	Credit Value	GLH	Unit reference
Carrying out a Practical Activity	Entry 1	8	80	M/502/1204
Carrying out a Practical Activity	Entry 2	8	80	L/602/4427
Community and Leisure	Entry 1	8	80	H/502/1202
Community and Leisure	Entry 2	8	80	L/506/7610
Keeping Healthy and Safe	Entry 1	8	80	D/502/1201
Keeping Healthy and Safe	Entry 2	8	80	F/502/1207
Learning Skills	Entry 1	8	80	T/502/0653
Learning Skills	Entry 2	8	80	A/502/1206
Time and Money	Entry 1	8	80	K/502/1203
Time and Money	Entry 2	8	80	A/504/7756
Understanding Relationships	Entry 1	8	80	R/502/1731
Understanding Relationships	Entry 2	8	80	Y/502/1732
Yourself and Others	Entry 1	8	80	M/502/0652
Yourself and Others	Entry 2	8	80	T/502/1205
Credits from equivalent Units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				
Barred combinations				
Unit title	Reference		Unit title	Reference
Yourself and Others (E1)	M/502/0652	May not be taken with	Yourself and Others (E2)	T/502/1205
Learning Skills (E1)	T/502/0653	May not be taken with	Learning Skills(E2)	A/502/1206
Keeping Healthy and Safe (E1)	D/502/1201	May not be taken with	Keeping Healthy and Safe (E2)	F/502/1207
Community and Leisure (E1)	H/502/1202	May not be taken with	Community and Leisure (E2)	L/506/7610

Time and Money (E1)	K/502/1203	May not be taken with	Time and Money (E2)	A/504/7756
Carrying out a Practical Activity (E1)	M/502/1204	May not be taken with	Carrying out a Practical Activity (E2)	L/602/4427
Understanding Relationships (E1)	R/502/1731	May not be taken with	Understanding Relationships (E2)	Y/502/1732

Ascentis Entry 1 and 2 Certificate in Life Skills				
Minimum credits: 32				
Title	Level	Credit Value	GLH	Unit reference
Carrying out a Practical Activity	Entry 1	8	80	M/502/1204
Carrying out a Practical Activity	Entry 2	8	80	L/602/4427
Community and Leisure	Entry 1	8	80	H/502/1202
Community and Leisure	Entry 2	8	80	L/506/7610
Keeping Healthy and Safe	Entry 1	8	80	D/502/1201
Keeping Healthy and Safe	Entry 2	8	80	F/502/1207
Learning Skills	Entry 1	8	80	T/502/0653
Learning Skills	Entry 2	8	80	A/502/1206
Managing Social Relationships	Entry 3	2	20	T/502/0457
Sexual and Personal Health	Entry 1	5	50	T/502/1754
Sexual and Personal Health	Entry 2	5	50	F/502/1756
Time and Money	Entry 1	8	80	K/502/1203
Time and Money	Entry 2	8	80	A/504/7756
Understanding Relationships	Entry 1	8	80	R/502/1731
Understanding Relationships	Entry 2	8	80	Y/502/1732
Understanding Sexual Relationships	Entry 1	5	50	H/502/1751
Understanding Sexual Relationships	Entry 2	5	50	K/502/1752
Yourself and Others	Entry 1	8	80	M/502/0652
Yourself and Others	Entry 2	8	80	T/502/1205
Credits from equivalent Units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				
Barred combinations				
Unit title	Reference		Unit title	Reference
Yourself and Others (E1)	M/502/0652	May not be taken with	Yourself and Others (E2)	T/502/1205

Learning Skills (E1)	T/502/0653	May not be taken with	Learning Skills(E2)	A/502/1206
Keeping Healthy and Safe (E1)	D/502/1201	May not be taken with	Keeping Healthy and Safe (E2)	F/502/1207
Community and Leisure (E1)	H/502/1202	May not be taken with	Community and Leisure (E2)	L/506/7610
Time and Money (E1)	K/502/1203	May not be taken with	Time and Money (E2)	A/504/7756
Carrying out a Practical Activity (E1)	M/502/1204	May not be taken with	Carrying out a Practical Activity (E2)	L/602/4427
Understanding Relationships (E1)	R/502/1731	May not be taken with	Understanding Relationships (E2)	Y/502/1732
Understanding Sexual Relationships (E1)	H/502/1751	May not be taken with	Understanding Sexual Relationships (E2)	K/502/1752
Sexual and Personal Health (E1)	T/502/1754	May not be taken with	Sexual and Personal Health (E2)	F/502/1756

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Entry Level 1 Award is 80.
The recommended guided learning hours for Entry Level 2 Award is 80.
The recommended guided learning hours for Entry Level 1 Certificate is 320.
The recommended guided learning hours for Entry Level 2 Certificate is 320.

Total Qualification Time

The total qualification time for Entry Level Award in Life Skills (Entry 1) is 80.
The total qualification time for Entry Level Award in Life Skills (Entry 2) is 80.
The total qualification time for Entry Level Certificate in Life Skills (Entry 1) is 320.
The total qualification time for Entry Level Certificate in Life Skills (Entry 2) is 320.

Time Limit for the Process of Credit Accumulation and Exemptions

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

Recommended Prior Knowledge, Attainment and / or Experience

No recommended prior learning is required. However to be able to access these qualifications, the expectation is that the learner will have a comparable level of literacy and numeracy to the level for which they are claiming certification.

Age Range of Qualification

The Award is suitable for young people aged 14 - 19 and adult learners and the Certificate is suitable for learners aged 16 +.

Opportunities for Progression

- Lateral or vertical progression to Functional Skills qualifications in English, Maths and ICT at Entry Level or Level 1
- Vocational qualifications at Entry Level or Level

Resources to support the Delivery of the Qualification

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

- Digital
- Well-being
- Sustainability.

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

Centre Recognition

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

Qualification Approval

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

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, please refer to the latest version of the Ascentis Product Catalogue.

Status in England, Wales and Northern Ireland

These qualifications are available in England, Wales and Northern Ireland. They are only offered in English. If a centre based overseas (including Scotland) would like to offer these qualifications, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

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

Enquiries and Appeals Procedure

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

In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

Useful Links

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

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

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

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

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

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

Internal Assessment

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

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

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Audio recordings
- Self assessments
- Workbook activities
- Multiple choice tests.

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

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

Internal Verification

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

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

Further information is available from the login section of the Ascentis website www.ascentis.co.uk.

External Verification

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

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements.
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification.
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment.

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

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

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

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

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

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

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

UNIT SPECIFICATIONS

Yourself and Others

Credit Value of Unit: 8

GLH of Unit: 80

Level: Entry 1 & 2

Introduction

In this unit you will be given the opportunity to reflect and feel positive about yourself. You will learn about other people and recognise how other people are different from you. You will learn about the correct social behaviour in a range of different situations where you are interacting with other people. You will learn through a variety of methods including reflection, discussion, role-play and practical situations.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
	Entry 1	Entry 2
1 Be able to communicate about yourself with others	1.1 Identify, from choices, your own likes and dislikes	1.1 Give a description of yourself including <ul style="list-style-type: none"> likes and dislikes personal skills interests and hobbies
	1.2 Identify, from choices, your own personal skills	1.2 Express your own opinions and feelings on a given topic
	1.3 Identify, from choices, your own interests and hobbies	1.3 Communicate your own achievements to another person
	1.4 Communicate, from choices, your own opinions and feelings on a chosen topic	1.4 Inform others about a news event in your life
	1.5 State something that you have been proud of achieving	
	1.6 Share news about an event in your life with others	
2 Understand how to interact with familiar people socially	2.1 Name some people important to you on a day-to-day basis	2.1 Describe the differences and similarities between yourself and some people you are familiar with
	2.2 Ask questions to a peer to find out their <ul style="list-style-type: none"> likes and dislikes interests and hobbies opinions on a subject important to them 	2.2 Listen to another person talking about a subject important to them and then summarise what has been said
	2.3 Demonstrate appropriate social	2.3 Demonstrate appropriate social behaviour in a range of situations

	behaviour in a familiar and less familiar situation	2.4 Demonstrate how to respond appropriately to the feelings and emotions of other people expressed through verbal and non-verbal communication
	2.4 Recognise feelings and emotions in others expressed through non-verbal communication	

Indicative Content
<p>Please be aware that the indicative content supplied below is a suggested guide only.</p> <p>Communicate about yourself</p> <p>Know your own likes and dislikes, hobbies and interests, and personal skills. Understand that you have your own opinions and feelings on a variety of topics that may be different from those of other people. <i>*Know how to express your opinions and feelings in an appropriate way.</i></p> <p>Understand your own achievements, <i>e.g. learning a new skill, gaining a certificate, looking after a child, helping to prepare a meal.</i></p> <p>About others</p> <p>Know how to find out information about other people. Understand how other people may be similar to and different from you. Understand that other people have opinions and feelings on topics that may be different from your own. <i>*Understand that you need to respect differences of opinion.</i></p> <p>Getting on with Others</p> <p>Know that people can communicate through non-verbal communication and recognise some of the ways that people can express their feelings and emotions in this way, <i>e.g. happy, sad, angry, and nervous.</i> <i>*Know how to respond appropriately to the information you get from non-verbal communication.</i> Understand the need for appropriate behaviour with other people and that different behaviour is expected in different situations, <i>e.g. with your friends and family, with your tutor, with a child, when asking for information from a stranger.</i> Know how to use appropriate social behaviour in different situations, <i>e.g. greeting people, using non-verbal communication, asking questions, listening, and saying goodbye.</i></p> <p><i>*Sections in bold italics indicate for Entry 2 only</i></p>

Tutor Guidance

Learners working at Entry 1 would normally need some amount of prompting in order to be able to reflect about themselves, e.g. from a list of choices. At Entry 2 it is expected that learners will be able to reflect and describe themselves to others with a degree of autonomy.

In order for learners to be able to achieve in this unit, activities such as discussions and interactions with other people should be carried out in a non-threatening environment in which the learner feels comfortable. When taking part in a discussion, it is sufficient for this to be between two people only. Any topics for discussion should be familiar and of interest to the learners. The evidence for these unit can include photographs, video or tutor observation and witness statements. An Observation Record Form is included as Appendix 4.

Situations in which the learner is asked to demonstrate appropriate social behaviour could include purchasing goods from a shop, asking for help from a tutor, interacting with a child etc. There may be assessment criteria where it is not possible to carry out the assessment within a real situation, e.g. when demonstrating how to

respond appropriately to the feelings and emotions of other people. Role play may be an appropriate means for learning and assessment in these areas.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
<p>Learners could:</p> <ul style="list-style-type: none"> • Think about how they communicate face to face compared to online or over text, video calls and messaging. Think about how emojis are used to communicate emotion and expressions. • Find websites that link to their hobbies and interest, bookmarking webpages to revisit them easily. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Think about the benefits of relationships and friendships of different kinds on their own well-being. • Discuss the different people in their lives that have interests similar to their own, and how it helps them to feel confident in building strong friendships. • Consider learning more about a hobby or interest of a friend or family member. To keep learning is part of the Five Ways to Well-being. It helps to build stronger more understanding relationships.

UNIT SPECIFICATIONS

Learning Skills

Credit Value of Unit: 8

GLH of Unit: 80

Level: Entry 1 & 2

Introduction

In this unit you will be given the opportunity to reflect upon your own strengths and weaknesses and learn to identify and improve in target areas of learning. You will take part in different learning activities to enable you to achieve your target/s.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
	Entry 1	Entry 2
1 Be able to set out learning objectives with the support of a tutor	1.1 Identify, from choices, your own strengths and weaknesses within an area of learning	1.1 Identify your own strengths and weaknesses
	1.2 Consult with your tutor to agree a target area for improvement	1.2 Identify target areas to improve own performance
		1.3 Complete an action plan, using a given template for one of your target areas identifying <ul style="list-style-type: none"> what you want to achieve how you will achieve this any help or support needed
2 Demonstrate an ability to learn	2.1 Take part in a learning activity that allows you to improve your performance in your target area	2.1 Take part in learning activities that allow you to work through your action plan
	2.2 Ask for help from your tutor when needed	2.2 Identify, from choices, different learning methods that could help you achieve your targets
		2.3 Ask for help from your tutor when needed
3 Know how to review your learning	3.1 State whether you have improved your performance in your target area	3.1 State whether you have improved your performance in any of your target areas
		3.2 Suggest how you could further improve your performance in one of your target areas

Indicative Content

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

Setting targets

Know your own strengths and weaknesses within a learning context.

Be able to identify some target areas for improvement, *e.g. reading, spelling, listening skills.*

Planning your own work

Know ways in which you could improve your own learning within your target area.

****Be able to produce a learning plan showing how you are going to improve your own learning within your target area.***

Improving your own performance

Know some different types of learning activities.

****Understand that some learning activities may be more appropriate than others in helping you to achieve your targets.***

****Know the learning methods that will help you achieve your targets.***

Know how to use support from others in order to help you achieve your targets.

Reviewing your work

Be able to identify if you have met your targets.

****Know how you could further improve your performance in your target areas.***

****Sections in bold italics indicate for Entry 2 only***

Tutor Guidance

This unit can be achieved as part of a learning programme either within a Life Skills course or within another learning activity in which the learner is participating.

The targets that learners set themselves should be achievable, realistic and wherever possible measurable. At Entry 1 the tutor could suggest some realistic targets and negotiate these with the learners, while at Entry 2 the learner is expected to be able to come up with targets for themselves.

At Entry 2, the learner is expected to produce a learning plan to show how they are going to achieve their targets. To help the learner achieve this they should be provided with a learning plan template. The learner should demonstrate how choices are made, this could be from questions and answers recorded by the tutor, or by tick boxes, with a note of the learner's reason for making the choice.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
<p>Learners could:</p> <ul style="list-style-type: none"> Develop a person-centered learning plan, which can be created with help/guidance from their tutor. Digital skills could be focused on, such as: <ul style="list-style-type: none"> word processing using email creating PowerPoint navigating the internet bookmarking websites of interest. Complete online questionnaires to help decide on their learning styles and preferences. This can be undertaken with support. 	<p>Learners could:</p> <ul style="list-style-type: none"> Benefit from making choices and decisions about their own learning and discuss how this improves their personal well-being. Consider how the work in the unit links to the Five Ways to Well-being: <p>Connect- there are relationships that encourage trust and support in their personal development.</p> <p>Take notice- taking time in the outdoors to notice what we don't always experience, e.g. bird song, seasons change, smells. These moments encourage calm and relaxation.</p> <p>Be Active- A target area might be to try new physical sports or activities.</p> <p>Keep Learning- Learning new skills, or gathering information about something of interest promotes positivity and achievement.</p> <p>Give- Helping others, volunteering, even giving compliments can increase personal well-being and fulfilment.</p>	<p>Learners could:</p> <ul style="list-style-type: none"> Choose to learn about an area of sustainability, and show improvements e.g. <ul style="list-style-type: none"> Reducing waste Recycling Reusing items by mending or upcycling.

UNIT SPECIFICATIONS

Keeping Healthy and Safe

Credit Value of Unit: 8

GLH of Unit: 80

Level: Entry 1 & 2

Introduction

In this unit you will learn how to keep yourself healthy, how to make your home a safe place to live and what to do in an emergency situation. You will learn by a variety of methods including practical tasks, role-plays, group work, teacher instruction and discussion work.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
	Entry 1	Entry 2
1 Know how to take care of himself / herself	1.1 Choose some healthy foods from a menu or café	1.1 Select some foods to make up a healthy balanced meal
	1.2 Take part in a form of exercise	1.2 Take part in a form of exercise and explain how it can keep your body healthy
	1.3 Recognise parts of your body affected by exercise	1.3 Demonstrate how to keep different types of clothes clean
	1.4 Demonstrate how to keep your clothes clean	1.4 Discuss ways of keeping your body clean
	1.5 State ways of keeping your body clean	1.5 Explain why keeping your body and clothes clean are important
2 Know how to be safe at home	2.1 Demonstrate the safe use of at least two domestic appliances e.g. kettle, oven, heater	2.1 Demonstrate the safe use of at least four domestic appliances
	2.2 Demonstrate the safe storage of medicines and household cleaners	2.2 Give reasons for the correct use of domestic appliances
	2.3 Identify some fire and physical hazards in your home	2.3 Demonstrate the safe storage of medicines and household cleaners
	2.4 Demonstrate how to prepare a snack, paying attention to food safety	2.4 Explain why the safe storage of medicines and household cleaners is important
	2.5 Identify safe practice for allowing strangers into the home	2.5 Identify some fire and physical hazards in your home and demonstrate how to reduce the risk

		2.6 Demonstrate how to prepare a snack, paying attention to food safety
		2.7 Explain why food safety is important
		2.8 Explain the importance of keeping personal information secure and confidential
3 Know how to deal with an emergency	3.1 Name the appropriate emergency service for a range of emergency situations	3.1 State the actions that you would do in an emergency situation
	3.2 Identify some common injuries and accidents	3.2 Demonstrate, through role- play, how to call up an emergency service.
		3.3 Determine injuries that may need urgent medical attention and others which are less severe.

Indicative Content	
Please be aware that the indicative content supplied below is a suggested guide only.	
Taking care of yourself	
Know that some foods are healthy, and others are not as healthy.	
<i>*Understand that to be healthy you need a balanced diet made up of different food groups E.g. fruit and vegetables, meat and fish, bread, cereals and pasta.</i>	
Know that exercise can help to keep your body healthy.	
Know the parts of the body which are affected by exercise, e.g. heart, lungs, muscles.	
<i>*Understand how exercise can keep your body healthy, e.g. stronger heart, lungs can breathe better, stronger and more flexible muscles.</i>	
Know how to keep your clothes and body clean.	
<i>*Understand why it is important to keep your body and clothes clean, e.g. prevent germs and disease spreading, and improve appearance.</i>	
Safety in the home	
Know how to use domestic appliances safely, e.g. kettle, oven, heater.	
<i>*Understand why domestic appliances need to be used safely.</i>	
Know how to safely store medicines and household cleaners, e.g. labels visible, tops securely fastened, out of reach of children, flammable products not near potential fire risks.	
<i>*Understand why medicines and household cleaners need to be stored safely.</i>	

Know some of the potential fire and physical hazards in your home.

Understand how to reduce the risk of potential fire and physical hazards in your home.

Know what needs to be done to prepare food safely, *e.g. wash hands, clean surfaces, raw and cooked meat not together, defrosting meat thoroughly etc.*

****Understand why food safety methods have to be followed, e.g. wash hands to get rid of germs etc. Correct storage of food in fridge/freezer, correctly cooking items (e.g. chicken or pork) and use by dates.***

Recognise the types of strangers who visit homes and the range of tasks they perform, *e.g. meter reading, be able to request identification and to know how to check this identification if appropriate.*

****Do not provide unknown individuals with personal details – e.g. bank details, PIN numbers, home address and telephone number.***

Dealing with an emergency

Know the emergency services available and which to use in different emergency situations.

Know how to contact the emergency services.

****Know the different steps to be taken in an emergency situation.***

Know some common injuries and accidents, *e.g. bang to the head, cut, broken arm etc.*

****Know which injuries and accidents need medical treatment and which can be treated with basic first aid.***

****Sections in bold italics indicate for Entry 2 only***

Tutor Guidance

In this unit, the differentiation between the two sub-levels is that at Entry 1 the learner is able to carry out activities within the context of keeping healthy and safe, whilst at Entry 2 the learner is beginning to understand the reasons behind what they are doing.

Where possible, the learner should be given the opportunity to demonstrate skills either in real situations or in a simulated activity. An example of this at Entry 1 would be the learners visiting the college canteen and selecting some healthy food items from the menu. At Entry 2 the learner should be encouraged to select foods to make up a healthy balanced meal. This activity could be linked across to the unit **Carrying Out A Practical Activity**.

It is recognised that not all learners on this course may be living within a traditional home setting. In these circumstances it is appropriate to expand the meaning of the term home to any residential institution where the learner is living.

This unit provides many opportunities to generate evidence for other units. For example, when using retail services, learners will be given the opportunity to provide evidence for the unit **Community and Leisure** and be given the opportunity of demonstrating appropriate social behaviour as identified in the unit **Yourself and Others**.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
<p>Learners could:</p> <ul style="list-style-type: none"> Think about why and how to keep safe online. Working with support they could discuss the devices they use to access the internet, and what information should not be shared in different forums. 	<p>Learners could:</p> <ul style="list-style-type: none"> Think about targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being e.g. <p>Connecting: carrying out role play in an emergency scenario, discussing relationships that are safe and supportive.</p> <p>Being Active: making changes to increase levels of physical activity.</p> <ul style="list-style-type: none"> Benefit from the feeling of independence and confidence in being able to keep themselves safe when carrying out activities at home, such as: being careful when boiling a kettle to make a drink, using knives or an oven.

UNIT SPECIFICATIONS

Community and Leisure

Credit Value of Unit: 8

GLH of Unit: 80

Level: Entry 1 & 2

Introduction

In this unit you will learn about the facilities available within your community and how to access and use these facilities. You will learn by a variety of methods including real situations, role-play, information and communication technology, group work and discussion work.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
	Entry 1	Entry 2
1 Know how to take part in a leisure activity	1.1 Take part in a leisure activity and be able to describe <ul style="list-style-type: none"> Time of day and day of week when the activity takes place Location How to get there Special clothing / equipment needed How you kept safe 	1.1 Use information sources to find out about some leisure activities within your community
		1.2 Plan and take part in a leisure activity within your community, using a template, including <ul style="list-style-type: none"> Times and date of activity Location How to get there Special clothing / equipment needed Safety issues
2 Know how to locate and use services within your community	2.1 Locate a service from each of these areas within your community <ul style="list-style-type: none"> Money Advisory Health Retail 	2.1 Locate a service from each of these areas within your community <ul style="list-style-type: none"> Money Advisory Health Retail
	2.2 State, from choices, a use for each of the services you have identified	2.2 Identify the service you would need to use for a range of everyday needs
	2.3 Follow instructions to demonstrate how you would go about using one of the services	2.3 Demonstrate how you would use one of the various services

Indicative Content

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

Taking part in a leisure activity

Know about different leisure facilities within your area.

****Use information sources such as the local library or the internet, newspapers or posters.***

Be able to participate in a leisure activity, following instructions when necessary.

Know about the time, location, and how to get to your leisure activity.

Know about safety issues and special clothing and / or equipment needed to take part in a leisure activity.

****Be able to plan to take part in a leisure activity.***

Locating and using services within your community

For an identified service from each of the following service areas:

- Money, *e.g. banks, building societies, post offices*
- Advisory, *e.g. job centre plus, connexions*
- Health, *e.g. doctors, dentists, hospitals*
- Retail, *e.g. shops, cafes, supermarkets.*

Know the location of the service within your community.

****Be able to describe how you would get to the location.***

Know the use for each of the services you have identified.

****Know the type of service required for a range of everyday needs.***

Be able to access and use the identified service.

****Sections in bold italics indicate for Entry 2 only***

Tutor Guidance

This is a practically-based unit and, wherever possible, learners should be encouraged to carry out the activities in practical situations. However it is acknowledged that some learners will have physical disabilities that may limit their ability to take part in practical activities and, in such situations, their disability should not inhibit their opportunity to achieve within this unit. Contact the Ascentis office for further guidance on learners with particular needs.

Examples of leisure activities that the learner could take part in include: an exercise class, swimming, using the local library, going to the local park. If organisational difficulties exist, the leisure activity could take place within the centre where the learner is based. At Entry 2, wherever possible, the learner should be given the opportunity to plan and take part in a leisure activity of their choice. In order to help the learner a planning frame template should be provided.

Locating and Using Services

The learner could demonstrate this by collecting leaflets of the services, and could show their location on a map. Speakers from services could visit the group and describe the support they provide. Learners could also provide information from their personal experiences.

This unit provides many opportunities to generate evidence for other units. For example, when using retail services, learners will be given the opportunity to provide evidence for the unit, **Time and Money**, and be given the opportunity of demonstrating appropriate social behaviour as identified in the units **Yourself and Others** and **Keeping Healthy and Safe**.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
<p>Learners could:</p> <ul style="list-style-type: none"> • Use digital skills to find activities in their community through looking at websites, social media, and community events pages/blogs. • Use an online search to find out what facilities will be available. • Word process a personal timetable for the activities they will engage in. • Use a device to look at maps of locations. • Use an app to plan travel to activities. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Understand the importance of being active and making changes to increase levels of physical activity. • Feel confidence in finding services within their community and understanding how they can be of benefit to them. • Think about how building independence in activities is very helpful for their well-being. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Think about travelling to service locations, and how that can be done in a way that is better for the environment. Such as walking, taking public transport, sharing vehicles.

UNIT SPECIFICATIONS

Time and Money

Credit Value of Unit: 8

GLH of Unit: 80

Level: Entry 1 & 2

Introduction

In this unit you will learn about telling the time and how to plan your own time effectively. You will learn about the value of money, how to pay for goods and begin to understand how you can manage your own budget. You will learn through a variety of methods including teacher instruction, role-play, and real situations.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
	Entry 1	Entry 2
1 Know how to plan using time	1.1 Match your regular daily activities to the time of the day	1.1 Tell the time on a digital and analogue clock
	1.2 Use a planner to mark events for the week	1.2 Use a diary as a planning tool to record weekly, monthly and annual events
	1.3 Name the season in which some familiar events take place	
2 Know how to use money in familiar situations	2.1 Identify the name and value of common coins and money	2.1 Count out the exact amount of money when paying for something
	2.2 Select an appropriate coin or note for payment	2.2 Calculate the cost of more than one item and the change from the transaction
	2.3 Count (up to 10) the number of items purchased	2.3 Use a given template to work out your weekly budget through looking at your main items of income and expenditure
	2.4 Identify some weekly spending needs	2.4 Demonstrate paying for goods using different methods
	2.5 Classify spending into essential and luxury items	2.5 State some ways that you can keep your money safe
	2.6 Identify some different methods of paying for goods	
	2.7 State some ways that you can keep your money safe	

Indicative Content

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

Time

Understand that regular daily activities take part at different times of the day.

Understand and use vocabulary related to the time of the day, *e.g. o'clock, midday, morning, afternoon.*

Know the days of the week and their order.

Know the seasons of the year and their order.

****Understand time displayed on analogue and 12-hour digital clocks in hours, half hours and quarter hours.***

Be able to plan your own time using a planning tool such as a diary or weekly planner.

Your Money

Know the names and values of coins and notes.

Know how to count up reliably the number of items purchased when shopping (up to 10).

****Be able to calculate the cost of more than one item and the change from a transaction, in pence or in whole pounds.***

Know how to keep your money safe, *e.g. bank, building society, secure purse etc.*

Know that there are different ways other than cash to pay for goods and services, *e.g. cheque, debit card, credit card.*

Be able to calculate the cost of an activity.

Know some of your weekly spending needs and be able to classify items into essential and luxury.

****Sections in bold italics indicate for Entry 2 only***

Tutor Guidance

This unit is closely linked to the Adult Numeracy Standards at the corresponding level and offers good progression into an Entry Level Numeracy qualification.

Wherever possible, the learner should be given the opportunity to gain and demonstrate their skills within a real situation *e.g.* a visit to a shop, bank. Where this is not appropriate, a role-play or simulated situation can be used. At Entry 2, the learner should be helped to work out their weekly budget by providing a template within which they can work.

This unit provides many opportunities to generate evidence for other units. For example, when using retail services, learners will be given the opportunity to provide evidence for the unit **Yourself and Others**, and be given the opportunity of demonstrating appropriate social behaviour as identified in the unit **Yourself and Others**. It could also be used for the unit **Carrying out a Practical Activity**.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Sustainability
<p>Learners could:</p> <ul style="list-style-type: none"> Use a computer to complete a simple list of regular activities and when they complete them, such as days at college, free time, mealtimes. Look at simple examples of spreadsheets for income and expenditure, learners could try to make their own list of how much they have spent. Use simple calculations to work out the cost of items and change given if required. 	<p>Learners could:</p> <ul style="list-style-type: none"> Discuss how feeling in control of their own money makes them feel independent and increases awareness and confidence. Think about friends or family members they have who they can talk to if they are worried about managing money. 	<p>Learners could:</p> <ul style="list-style-type: none"> Think about ways to save money whilst looking after the environment <i>e.g.</i>: <ul style="list-style-type: none"> Buy second hand Re-use and mend.

UNIT SPECIFICATIONS

Carrying out a Practical Activity

Credit Value of Unit: 8

GLH of Unit: 80

Level: Entry 1 & 2

Introduction

In this unit you will learn about the different stages involved in carrying out a practical activity including planning, preparation, carrying out the activity and evaluation. You will learn about the health and safety risks associated with the activity and safe practice in order to reduce these risks. The practical activity should be something which you are familiar with and enjoy doing and should be agreed with your tutor. You will learn through carrying out the practical activity, following instruction and guidance from your tutor.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
	Entry 1	Entry 2
1 Know how to plan to carry out a practical activity	1.1 State what you want to have achieved at the end of your practical activity	1.1 Describe what you want to have achieved at the end of your practical activity
	1.2 Identify, from choices, some of the materials and / or equipment you will need	1.2 Identify the materials and / or equipment you will need
	1.3 Identify some of the steps within your activity	1.3 Plan the sequence of steps within your activity
	1.4 List, from choices, some of the Health and Safety risks	1.4 Describe the health and safety procedures required when carrying out your practical activity
	1.5 Identify examples of safe practice to reduce the health and safety risks	
2 Be able to carry out a practical activity	2.1 Follow step by step instructions to select and set up the materials and/or equipment for the activity	2.1 Select and set up the materials and / or equipment for the activity
	2.2 Follow simple step by step instructions to carry out your activity	2.2 Carry out the activity through correctly sequencing steps within your activity
	2.3 Work in a safe and responsible manner	2.3 Work in a safe and responsible manner
	2.4 State how well you carried out your activity	2.4 Suggest any improvements you could make to the way you carried out your activity

Indicative Content

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

Planning the activity

Know what you want to have achieved by the end of your practical activity.

Know the equipment and / or materials needed to carry out your task.

Understand that any practical activity involves a sequence of steps ****and be able to correctly sequence these steps.***

Know some of the health and safety risks associated with your task.

Understand how to reduce some of these risks.

Preparing to do the activity

Be able to select and set up the equipment and/or materials for your task.

Carrying out the activity

Be able to carry out the steps within the activity, ****including the correct sequencing of these stages.***

Know how to work in a safe and responsible manner.

How well you carried out your activity

Evaluate how well you carried out your practical activity.

****Sections in bold italics indicate for Entry 2 only***

Tutor Guidance

In this unit, the tutor chooses a practical activity that is most appropriate to, and will engage the interest of, the learner. At Entry 2 it is particularly important that the learner demonstrates that they can carry out the practical activity with a degree of autonomy. It is therefore expected that the tutor chooses an activity at the appropriate level and familiar to the learner in order that they can achieve this degree of autonomy.

Examples of practical activities in which the learner can take part include

- Cooking – Entry 1 learners could prepare a dish, whilst Entry 2 learners can plan the meal, shop for ingredients and prepare the meal
- Horticulture or gardening activity
- Producing some art work
- Taking part in an exercise class
- Arranging a trip or journey

It will not always be appropriate for the learner to have produced a final product at the end of this activity.

This unit provides opportunities for the learner to gather evidence for other units within the qualification, e.g. if the practical activity involves taking part in a leisure activity this unit can link across to relevant parts of the units **Community and Leisure**, **Yourself and Others**, **Keeping Healthy and Safe** and **Time and Money**.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
<p>Learners could:</p> <ul style="list-style-type: none"> Document their activity, such as using a device to take pictures. They could share the pictures using email, or apps such as WhatsApp etc. 	<p>Learners could:</p> <ul style="list-style-type: none"> Discuss the feelings linked to their well-being when carrying out a practical activity such as: gaining confidence, overcoming worries/anxiety, gaining independence, joy and excitement. Think about how working with others on practical activity can promote learning, confidence and strengthen connections with others. 	<p>Learners could:</p> <ul style="list-style-type: none"> Think about procedures relating to waste and recycling in their activity. They could start to state why recycling is important in practical tasks.

UNIT SPECIFICATIONS

Understanding Relationships

Credit Value of Unit: 8

GLH of Unit: 80

Level: Entry 1 & 2

Introduction

In this unit you will learn about relationships and how to keep yourself safe. You will learn the difference between good touch and bad touch and how to behave appropriately with different groups of people.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
	Entry 1	Entry 2
1 Know about different sorts of relationships	1.1 Identify the difference between the relationships <ul style="list-style-type: none"> Family Professional Friends Intimate 	1.1 State the different type of relationships experienced in life
		1.2 State the different sexual relationships that occur in society
		1.3 Identify that people have different sexual orientation
		1.4 List the different relationships in society
2 Know the difference between good touch and bad touch	2.1 Name parts of the body	2.1 Name parts of the body including intimate areas
	2.2 Identify what is good touch and what is bad touch	2.2 Identify good and bad touch
	2.3 State what you must do if bad touch has occurred	2.3 State sexual boundaries
		2.4 State the consequences of bad touch
3 Know how to show affection appropriately	3.1 Identify ways of demonstrating affection in a platonic relationship	3.1 Identify ways of demonstrating affection in a sexual relationship
	3.2 State when and where it is appropriate to show feelings of affection	3.2 State when and where it is appropriate to show feelings of affection
		3.3 List examples of private and public places
4 Know the different kinds of support that is available related to relationships and sexual health	4.1 Name three different individuals or agencies that would be able to	4.1 Name three different individuals or agencies that would

	support you in Sexual Health and Relationship issues	be able to support you in Sexual Health and Relationship issues, and also <ul style="list-style-type: none"> ▪ How to make an appointment ▪ Where they are located
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Indicative Content
<p>Please be aware that the indicative content supplied below is a suggested guide only.</p> <p>Know the differences between the relationships stated</p> <p>Understand the relationships that you have within your own life. <i>*Understand and respect the relationships between others around you.</i> <i>*Understand and respect male / male and female / female relationships etc.</i></p> <p>Good touch / Bad touch</p> <p>Show an understanding of good touch and bad touch between different age / groups of people, e.g. <i>male adult / girl, male / male, male / female etc.</i> Know who to tell if bad touch has occurred. <i>*Know what might happen to you if you are at risk or have put yourself in a difficult situation.</i> <i>*Know the sexual boundaries (no sex with children, family members, consent etc.).</i></p> <p>Showing affection</p> <p>Know how to demonstrate affection appropriately to different groups of people and understand that different behaviour is expected in different situations. Understand the difference between public and private places. <i>*Demonstrate that you are able to behave appropriately within the college / service you attend.</i></p> <p>Support available</p> <p>To know who to talk to if abuse has taken place, e.g. <i>college counsellor, care manager etc.</i> <i>Know the location of the services.</i></p> <p><i>* Sections in bold italics indicate for E2 only</i></p>

Tutor Guidance

It is important the learners have a trusting relationship with the tutor and there is trust between the learners in the group. Group rules should be established at the start of the unit to ensure respect between the learners. Working on this unit may raise sensitive and difficult situations. Tutors must be competent at dealing with disclosures and knowledgeable of their own establishments' procedures and policies. Tutors must also be well-informed about the support services available via outside agencies if necessary.

Learners need to be told that explicit photographs or graphics may be used within the class. Tutors must be aware that some learners may feel uncomfortable looking at these images. Tutors should also be aware of the religious, personal, or family influences on individuals. In a mixed group it is also recommended that a male and female member of staff should be present. The room used should also be safe and confidential, e.g. blinds on the window and a 'Do Not Disturb' sign on the door.

Learners at Entry 2 level are expected to demonstrate a deeper knowledge of the assessment criteria. This could be assessed by collecting information from a visit or having a visitor to the class and then them telling the group about what they have learnt.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
<p>Learners could:</p> <ul style="list-style-type: none"> • Understand how to be safe online, there is a lot of explicit and illegal content available so this could be covered here too. • Find out where to find help to support sexual health and relationships. 	<p>Learners could:</p> <ul style="list-style-type: none"> • There are opportunities to explore the concepts from the Five Ways to Well-being e.g. <p>Keep Learning: becoming more informed about a variety of relationships is essential for personal well-being and safety.</p> <p>Connect: learn about connecting with others in different types of relationships, feeling confidence in what is appropriate and identifying the trusted people to speak to if things don't feel safe or appropriate.</p>

UNIT SPECIFICATIONS

Understanding Sexual Relationships

Credit Value of Unit: 5

GLH of Unit: 50

Level: Entry 1 & 2

Introduction

In this unit, you will learn about relationships and how to keep yourself safe. You will learn the difference between good touch and bad touch and how to behave appropriately with different groups of people.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
	Entry 1	Entry 2
1 Know what conception is	1.1 Name the male and female sex cells	1.1 Name the male and female sex cells
	1.2 Describe what happens during sexual intercourse	1.2 State what will happen if an egg and sperm meet
		1.3 Describe what happens during sexual intercourse
2 Know about contraception and the different options available	2.1 Name three different forms of contraception	2.1 Name three different forms of contraception
	2.2 Describe the purpose of contraception	2.2 Describe the purpose of contraception
	2.3 Identify that everyone has the right to say No to sex	2.3 Identify that everyone has the right to say No to sex
		2.4 List examples of where contraception and sexual health advice can be obtained
3 Understand the different sexual choices that you have	3.1 State what is meant by the term consent and the implications of having a sexual relationship without it	3.1 State what is meant by the term consent and the implications of having a sexual relationship without it
	3.2 State different ways of giving pleasure	3.2 State different ways of giving pleasure
	3.3 State what is meant by two of the following terms <ul style="list-style-type: none"> ▪ Masturbation ▪ Oral sex ▪ Anal sex ▪ Same sex relationships ▪ Rape 	3.3 State what is meant by the following terms <ul style="list-style-type: none"> ▪ Masturbation ▪ Oral sex ▪ Anal sex ▪ Same sex relationships ▪ Rape

Indicative Content

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

Know what conception is

Understand that a sperm cell comes from a male and an egg or ovum comes from a female.

Understand what happens during sexual intercourse (penis enters vagina)

****Understand that conception is when an egg and a sperm join together.***

****Understand that a baby will start to grow in the mother's womb***

Contraception options

Understand the different forms of contraception available.

Understand that contraception protects against pregnancy.

****Understand that contraception protects against pregnancy but not STIs.***

****Understand that everyone has choices and you should not do anything against your will.***

****Know who or where to seek advice from about contraception and sexual health.***

Sexual choices

Understand the term consent, and the law surrounding age.

Understand the consequences of having sex without consent.

Name some of the other ways you can give pleasure to each other, e.g. massage

****Know what each of the stated terms means and be able to explain them simply to the tutor to show some understanding. A knowledge of two terms for E1 learners***

****Know the difference between public and private places and identify where it is appropriate to have sex.***

****Sections in bold italics indicate for E2 only***

Tutor guidance

It is important the learners have a trusting relationship with the tutor and there is trust between the learners in the group. Group rules should be established at the start of the unit to ensure respect between the learners. Working on this unit may raise sensitive and difficult situations. Tutors must be competent at dealing with disclosures and knowledgeable of their own establishments' procedures and policies. Tutors must also be aware of the support services available in their area.

The room should be comfortable and be private with blinds if necessary. A 'Do Not Disturb' sign can be put on the door to help safeguard interruptions. If possible try to have the same staff supporting each week to help build up the trust in the group. In a mixed group it is also recommended that a male and female member of staff should be present.

Learners should be given the opportunity to speak to staff privately if wanted, although it may be appropriate to have two staff present.

Tutors should be aware of the religious, personal, or family influences on individuals and should not impose their own beliefs on learners.

Tutors should use other professionals to deliver parts of the unit if they are unsure of the content. This can also enhance learning and help make links with other services. Visits to clinics can also be arranged to help to allay any fears learners can have.

Learners at E2 level are expected to demonstrate a deeper knowledge of the assessment criteria. This could be evidenced in different ways depending on the individual. This unit is not exhaustive and the need may arise

from learners to discuss other aspects of sexual health. It is also an opportunity for tutors to bring up more sensitive issues and clarify some of the misconceptions that learners may have.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
<p>Learners could:</p> <ul style="list-style-type: none"> Understand how to be safe online, there is a lot of explicit and illegal content available so this could be covered here too. Find out where to find help to support sexual health and relationships. 	<p>Learners could:</p> <ul style="list-style-type: none"> There are opportunities to explore the concepts from the Five Ways to Well-being e.g. Keep Learning: becoming more informed about a variety of relationships is essential for personal well-being and safety. Connect: learn about connecting with others in different types of relationships, feeling confidence in what is appropriate and identifying the trusted people to speak to if things don't feel safe or appropriate.

UNIT SPECIFICATIONS

Sexual and Personal Health

Credit Value of Unit: 5

GLH of Unit: 50

Level: Entry 1 & 2

Introduction

In this unit, you will learn about sexual and personal health. You will learn what you can do to keep yourself healthy and when you need to seek help

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
	Entry 1	Entry 2
1 Know how to keep yourself safe from sexually transmitted infections and HIV	1.1 Identify from choices three sexually transmitted infections	1.1 Name three sexually transmitted infections and explain what the symptoms might be
	1.2 State how you catch a sexually transmitted infection	1.2 Explain how HIV is passed on and also how it cannot be passed on
		1.3 Identify ways you can keep yourself safe from sexually transmitted infections
	1.3 State two ways how you can yourself safe from sexually transmitted infections	1.4 Demonstrate how to put a condom on correctly
2 Know how to check your body for lumps and bumps	2.1 State what to look for when checking for breast (if female) or testicular (if male) cancer	2.1 State what to look for when checking for breast (if female) or testicular (if male) cancer
	2.2 Demonstrate on models how to check for lumps and bumps	2.2 Demonstrate on models how to check for lumps and bumps
	2.3 State what to do if a lump is found	2.3 State what to do if a lump is found
		2.4 List examples of where contraception and sexual health advice can be obtained
3 Know how to keep yourself safe from drugs	3.1 Relate basic information about the various forms of drugs	3.1 Relate basic information about the various forms of drugs, e.g. tablets, powder, etc.
	3.2 State why you should say No to any substance offered	3.2 State why you should say No to any substance offered
4 Understand the importance of personal hygiene	4.1 Select and explain how to use items needed to keep you clean and fresh	4.1 Identify and explain how to use items needed to keep you clean and fresh

Indicative Content

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

Know how to keep yourself safe from sexually transmitted infections and HIV

Understand what a sexually transmitted infection is.

Understand how sexually transmitted infections can be passed on.

****You should be able demonstrate how to put a condom on correctly; this should include checking for date, kite mark etc.***

Checking for lumps and bumps

Know how to examine yourself for lumps and bumps and be able to demonstrate on a prosthetic model of breast and testicles.

Know when and where to check yourself and know who to tell if you find a lump.

****You also need to find out about the services where you live, what the services do and how you make contact with them.***

Keeping safe from drugs

You should be able to understand the dangers of taking unknown substances and identify that drugs are available in many forms.

You should be confident at saying No when offered something unknown to you.

****Identify situations when you might be vulnerable and what you could do to avoid these situations***

Personal hygiene

Know what basic items are needed to keep yourself clean and also know how to use them appropriately using the correct quantities etc.

Female learners should also be able to recognise the different sanitary items that are available and have an understanding of the correct way to use them.

**** Sections in bold italics indicate for E2 only***

Tutor guidance

It is important the learners have a trusting relationship with the tutor and there is trust between the learners in the group. Group rules should be established at the start of the unit to ensure respect between the learners. Working on this unit may raise sensitive and difficult situations. Tutors must be competent at dealing with disclosures and knowledgeable in the support services available.

The room should be comfortable and be private with blinds if necessary. A 'Do Not Disturb' sign can be put on the door to help safeguard interruptions. If possible try to have the same staff supporting each week to help build up the trust in the group. In a mixed group it is also recommended that a male and female member of staff should be present.

Learners should be given the opportunity to speak to staff privately if wanted, although it may be appropriate to have two staff present. Tutors should be aware of the religious, personal, or family influences on individuals and should not impose their own beliefs on learners.

Tutors should use other professionals to deliver parts of the unit if they are unsure of the content. This can also enhance learning and help make links with other services. Visits to clinics can also be arranged to help to allay any fears learners can have.

Learners at E2 level are expected to demonstrate a deeper knowledge of the assessment criteria. This could be evidenced in different ways depending on the individual.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
<p>Learners could:</p> <ul style="list-style-type: none"> • Understand how to be safe online, there is a lot of explicit and illegal content available so this could be covered here too. • Find out where to find help to support sexual health and relationships. 	<p>Learners could:</p> <ul style="list-style-type: none"> • There are opportunities to explore the concepts from the Five Ways to Well-being e.g. Keep Learning: becoming more informed about a variety of relationships is essential for personal well-being and safety. Connect: learn about connecting with others in different types of relationships, feeling confidence in what is appropriate and identifying the trusted people to speak to if things don't feel safe or appropriate. • Think about how their knowledge could help the well-being of people around them. Knowing what to do, or how to advise someone who might be misusing substances. These factors build confidence and personal well-being by supporting others.

UNIT SPECIFICATIONS

Managing Social Relationships

Credit Value of Unit: 2

GLH of Unit: 20

Level: Entry 3

Introduction

In this unit, you will learn about interacting with other in familiar social situations.

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

Indicative Content

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

Understand how to interact with others in familiar social situations

- List or discuss at least three situations where you share information, help or work with others and / or talk or write to someone to find out information
- List or discuss the positive behaviours that you may use when communicating with others, e.g. smiling, listening, polite, not using bad language, not interrupting, clearly written work, considering others

Demonstrate how to interact with others in familiar social situations

- Hold a discussion with others about a hobby or something that they find interesting, e.g. group discussion, one-to-one discussion, can be face-to-face or using electronic methods
- Show you can use the positive behaviours you have identified
- Give your thoughts, feelings, ideas when appropriate

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
<p>Learners could:</p> <ul style="list-style-type: none"> • Compare how communications and interactions online or over text differ to face to face. • Think about how people use emojis and icons in text to help communicate emotion in a similar way to a smile when speaking face to face. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Understand the connection with others and how it benefits well-being. • Benefit from working with others and holding a discussion with others, understanding turn taking and showing respect for other people's views.

APPENDIX 1

Summary Record of Achievement

Entry 1 and 2 Award and Certificate in Life Skills

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Yourself and Others	Entry 1	8			
Yourself and Others	Entry 2	8			
Learning Skills	Entry 1	8			
Learning Skills	Entry 2	8			
Keeping Healthy and Safe	Entry 1	8			
Keeping Healthy and Safe	Entry 2	8			
Community and Leisure	Entry 1	8			
Community and Leisure	Entry 2	8			
Time and Money	Entry 1	8			
Time and Money	Entry 2	8			
Carrying out a Practical Activity	Entry 1	8			
Carrying out a Practical Activity	Entry 2	8			
Understanding Relationships	Entry 1	8			
Understanding Relationships	Entry 2	8			

Understanding Sexual Relationships	Entry 1	5			
Understanding Sexual Relationships	Entry 2	5			
Sexual and Personal Health	Entry 1	5			
Sexual and Personal Health	Entry 2	5			
Managing Social Relationships	Entry 3	2			

Learner Name _____

Minimum Credit Value at Level being Claimed _____

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) _____

APPENDIX 2

Tracking Sheet

Yourself and Others (Entry 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify, from choices, your own likes and dislikes				
1.2 Identify, from choices, your own personal skills				
1.3 Identify, from choices, your own interests and hobbies				
1.4 Communicate, from choices, your own opinions and feelings on a chosen topic				
1.5 State something that you have been proud of achieving				
1.6 Share news about an event in your life with others				
2.1 Name some people important to you on a day-to-day basis				
2.2 Ask questions to a peer to find out their <ul style="list-style-type: none"> likes and dislike interests and hobbies opinions on a subject important to them 				
2.3 Demonstrate appropriate social behaviour in a familiar and less familiar situation				
2.4 Recognise feelings and emotions in others expressed through non-verbal communication				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Yourself and Others (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Give a description of yourself including <ul style="list-style-type: none"> likes and dislikes personal skills interests and hobbies 				
1.2 Express your own opinions and feelings on a given topic				
1.3 Communicate your own achievements to another person				
1.4 Inform others about a news event in your life				
2.1 Describe the differences and similarities between yourself and some people you are familiar with				
2.2 Listen to another person talking about a subject important to them and then summarise what has been said				
2.3 Demonstrate appropriate social behaviour in a range of				
2.4 Demonstrate how to respond appropriately to the feelings and emotions of other people expressed through verbal and non-verbal communication				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Learning Skills (Entry 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify, from choices, your own strengths and weaknesses within an area of learning				
1.2 Consult with your tutor to agree a target area for improvement				
2.1 Take part in a learning activity that allows you to improve your performance in your target area				
2.2 Ask for help from your tutor when needed				
3.1 State whether you have improved your performance in your target area				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Learning Skills (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify your own strengths and weaknesses				
1.2 Identify target areas to improve own performance				
1.3 Complete an action plan, using a given template for one of your target areas identifying <ul style="list-style-type: none"> What you want to achieve How you will achieve this Any help or support needed 				
2.1 Take part in learning activities that allow you to work through your action plan				
2.2 Identify, from choices, different learning methods that could help you achieve your targets				
2.3 Ask for help from your tutor when needed				
3.1 State whether you have improved your performance in any of your target areas				
3.2 Suggest how you could further improve your performance in one of your target areas				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Keeping Healthy and Safe (Entry 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Choose some healthy foods from a menu or café				
1.2 Take part in a form of exercise				
1.3 Recognise the parts of your body affected by exercise				
1.4 Demonstrate how to keep your clothes clean				
1.5 State ways of keeping your body clean				
2.1 Demonstrate the safe use of at least two domestic appliances e.g. kettle, oven, heater				
2.2 Demonstrate the safe storage of medicines and household cleaners				
2.3 Identify some fire and physical hazards in your home				
2.4 Demonstrate how to prepare a snack, paying attention to food safety				
2.5 Identify safe practice for allowing strangers into the home				
3.1 Name the appropriate emergency service for a range of emergency situations				
3.2 Identify some common injuries and accidents				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Keeping Healthy and Safe (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Select some foods to make up a healthy balanced meal				
1.2 Take part in a form of exercise and explain how it can keep your body healthy				
1.3 Demonstrate how to keep different types of clothes clean				
1.4 Discuss ways of keeping your body clean				
1.5 Explain why keeping your body and clothes clean are important				
2.1 Demonstrate the safe use of at least four domestic appliances				
2.2 Give reasons for the correct use of domestic appliances				
2.3 Demonstrate the safe storage of medicines and household cleaners				
2.4 Explain why the safe storage of medicines and household cleaners is important				
2.5 Identify some fire and physical hazards in your home and demonstrate how to reduce the risk				
2.6 Demonstrate how to prepare a snack, paying attention to food safety				
2.7 Explain why food safety is important				
2.8 Explain the importance of keeping personal information secure and confidential				
3.1 State the actions that you would do in an emergency situation				
3.2 Demonstrate, through role play, how to call up an emergency service				
3.3 Determine injuries that may need urgent medical attention and others which are less severe				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Community and Leisure (Entry 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Take part in a leisure activity and be able to describe <ul style="list-style-type: none"> Time of day and day of week when the activity takes place Location How to get there Special clothing / equipment needed How you kept safe 				
2.1 Locate a service from each of these areas within your community: <ul style="list-style-type: none"> Money Advisory Health Retail 				
2.2 State, from choices, a use for each of the services that you have identified				
2.3 Follow instructions to demonstrate how you would go about using one of the services				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Community and Leisure (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Use information sources to find out about some leisure activities within your community				
1.2 Plan and take part in a leisure activity within your community, using a template, including <ul style="list-style-type: none"> times and date of activity location how to get there special clothing/equipment needed safety issues 				
2.1 Describe how you would get to the location of a service from each of these areas within your community <ul style="list-style-type: none"> money advisory health retail 				
2.2 Identify the service you would need to use for a range of everyday needs				
2.3 Demonstrate how you would use one of the services				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Time and Money (Entry 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Match your regular daily activities to the time of the day				
1.2 Use a planner to mark events for the week				
1.3 Name the season in which some familiar events take place				
2.1 Identify the name and value of common coins and money				
2.2 Select an appropriate coin or note for payment				
2.3 Count (up to 10) the number of items purchased				
2.4 Identify some weekly spending needs				
2.5 Classify spending into essential and luxury items				
2.6 Identify some different methods for paying for goods				
2.7 State some ways that you can keep your money safe				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Time and Money (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Tell the time on a digital and analogue clock				
1.2 Use a diary as a planning tool to record weekly, monthly and annual events				
2.1 Count out the exact amount of money when paying for something				
2.2 Calculate the cost of more than one item and the change from the transaction				
2.3 Use a given template to work out your weekly budget through looking at your main items of income and expenditure				
2.4 Demonstrate paying for goods using different methods				
2.5 State some ways that you can keep your money safe				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Carrying out a Practical Activity (Entry 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State what you want to have achieved at the end of your practical activity				
1.2 Identify from choices some of the materials and / or equipment you will need				
1.3 Identify some of the steps within your activity				
1.4 List, from choices, some of the health and safety risks				
1.5 Identify examples of safe practice to reduce the health and safety risks				
2.1 Follow step by step instructions to select and set up the materials and / or equipment for the activity				
2.2 Follow simple step by step instructions to carry out your activity				
2.3 Work in a safe and responsible manner				
2.4 State how well you carried out your activity				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Carrying out a Practical Activity (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe what you want to have achieved at the end of your practical activity				
1.2 Identify the materials and / or equipment you will need				
1.3 Plan the sequence of steps within your activity				
1.4 Describe the health and safety procedures required when carrying out your practical activity				
2.1 Select and set up the materials and / or equipment for the activity				
2.2 Carry out the activity through correctly sequencing the steps within your activity				
2.3 Work in a safe and responsible manner				
2.4 Suggest any improvements you could make to the way you carried out your activity				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Understanding Relationships (Entry 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the difference between the relationships <ul style="list-style-type: none"> ▪ Family ▪ Professional ▪ Friends ▪ Intimate 				
2.1 Name parts of the body				
2.2 Identify what is good touch and what is bad touch				
2.3 State what you must do if bad touch has occurred				
3.1 Identify ways of demonstrating affection in a platonic relationship				
3.2 State when and where it is appropriate to show feelings of affection				
4.1 Name three different individuals or agencies that would be able to support you in sexual health and relationships issues				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Understanding Relationships (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State the different type of relationships experienced in life				
1.2 State the different sexual relationships that occur in				
1.3 Identify that people have different sexual orientation				
1.4 List the different relationships in society				
2.1 Name body parts including intimate areas				
2.2 Identify good touch and bad touch				
2.3 State sexual boundaries				
2.4 State the consequences of bad touch				
3.1 Identify ways of demonstrating affection in a sexual relationship				
3.2 State when and where it is appropriate to show feelings of affection				
3.3 List examples of private and public places				
4.1 Name three different individuals or agencies that would be able to support you in sexual health and relationships issues and also <ul style="list-style-type: none"> ▪ how to make an appointment ▪ where they are located 				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Understanding Sexual Relationships (Entry 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Name the male and female sex cells				
1.2 Describe what happens during sexual intercourse				
2.1 Name three different forms of contraception				
2.2 Describe the purpose of contraception				
2.3 Identify that everyone has the right to say No to sex				
3.1 State what is meant by the term consent and the implications of having a sexual relationship without it				
3.2 State different ways of giving pleasure				
3.3 State what is meant by two of the following terms <ul style="list-style-type: none"> ▪ Masturbation ▪ Oral sex ▪ Anal sex ▪ Same sex relationships ▪ Rape 				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Understanding Sexual Relationships (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Name the male and female sex cells				
1.2 State what will happen if an egg and sperm meet				
1.3 Describe what happens during sexual intercourse				
2.1 Name three different forms of contraception				
2.2 Describe the purpose of contraception				
2.3 Identify that everyone has the right to say No to sex				
2.4 List examples of where contraception and sexual health advice can be obtained				
3.1 State what is meant by the term consent and the implications of having a sexual relationship without it				
3.2 State different ways of giving pleasure				
3.3 State what is meant by the following terms : <ul style="list-style-type: none"> ▪ Masturbation ▪ Oral Sex ▪ Anal sex ▪ Same sex relationships ▪ Rape 				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Sexual and Personal Health (Entry 1)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify from choices three sexually transmitted infections				
1.2 State how you catch a sexually transmitted infection				
1.3 State two ways how you can yourself safe from sexually transmitted infections				
2.1 State what to look for when checking for breast (if female) or testicular (if male) cancer				
2.2 Demonstrate on models how to check for lumps and bumps				
2.3 State what to do if a lump is found				
3.1 Relate basic information about the various forms of drugs				
3.2 State why you should say No to any substance offered				
4.1 Select and explain how to use items needed to keep you clean and fresh				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Sexual and Personal Health (Entry 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Name three sexually transmitted infections and explain what the symptoms might be				
1.2 Explain how HIV is passed on and also how it cannot be passed on				
1.3 Identify ways you can keep yourself safe from sexually transmitted infections				
1.4 Demonstrate how to put a condom on correctly				
2.1 State what to look for when checking for breast (if female) or testicular (if male) cancer				
2.2 Demonstrate on models how to check for lumps and bumps				
2.3 State what to do if a lump is found				
2.4 List examples of where contraception and sexual health				
3.1 Relate basic information about the various forms of drugs, e.g. tablets, powder, etc.				
3.2 State why you should say No to any substance offered				
4.1 Identify and explain how to use items needed to keep you clean and fresh				

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Managing Social Relationships (Entry 3)

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

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____