

# Qualification specification

**NCFE Level 1 Award in Personal and Social  
Development**

**QN: 501/0672/7**

**NCFE Level 1 Certificate in Personal and Social  
Development**

**QN: 501/0591/7**

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## Summary of changes

This section summarises the changes to this qualification specification since Issue 3 September 2018. Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
v3.1	January 2020	Information regarding the <a href="#">wellbeing and safeguarding of learners</a> added to Section 1.
v3.2	June 2022	Information regarding <a href="#">entry guidance</a> added to Section 1. Information regarding <a href="#">support handbooks</a> added to Section 1. Information added to section 3 to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all <a href="#">assessment evidence</a> presented for external quality assurance must be in English.

# Section 1

## Qualification overview

# Qualification overview

## Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. These qualifications specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Award and Certificate in Personal and Social Development.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of these qualifications specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Award in Personal and Social Development or NCFE Level 1 Certificate in Personal and Social Development.

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### Things you need to know

Qualification number (QN)	<b>501/0672/7</b>
Aim reference	50106727
Total Qualification Time (TQT)	70
Guided Learning Hours (GLH)	70
Credit value	7
Level	1
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Qualification number (QN)	<b>501/0591/7</b>
Aim reference	50105917
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	150
Credit value	15
Level	1
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

## **Total Qualification Time (TQT)**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
  - an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.
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## **Credit**

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

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## **About these qualifications**

These are regulated qualifications. The regulated numbers for these qualifications are 501/0672/7 and 501/0591/7.

These qualifications are eligible for funding under the Learning and Skills Act 2000 under Sections 96 and 97. For further guidance on funding, please contact your local funding provider.

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## **Qualification purpose**

These qualifications aim to:

- recognise a range of skills for personal and social development
- encourage and support learners in developing their personal skills to complement learning in other areas.

## **Qualification objectives**

The objectives of these qualifications are to:

- develop their personal and social skills to have them formally recognised
  - build up their achievements in a way which is appropriate and meaningful for them.
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### Achieving these qualifications

To be awarded the NCFE Level 1 Award in Personal and Social Development (501/0672/7), learners must achieve a minimum of 4 units for a minimum credit value of 7 from the units in Group A. At least 5 credits must be achieved at Level 1 or above.

Learners may wish to complete the additional units from Group B to gain extra credits however these units will not contribute to the overall credit value of the qualification.

To be awarded the NCFE Level 1 Certificate in Personal and Social Development (501/0591/7), learners must achieve a minimum of 8 units for a minimum credit value of 15 from the units in Group A. At least 8 credits must be achieved at Level 1 or above.

Learners may wish to complete the additional units from Group B to gain extra credits however these units will not contribute to the overall credit value of the qualification.

### Group A optional units

Unit No	Unit title
Unit 01	Community action
Unit 02	Developing self
Unit 03	Dealing with problems in daily life
Unit 04	Environmental awareness
Unit 05	Healthy living
Unit 06	Individual rights and responsibilities
Unit 07	Making the most of leisure time
Unit 08	Managing own money
Unit 09	Managing social relationships
Unit 10	Parenting awareness
Unit 11	Preparation for work
Unit 12	Working as part of a group
Unit 13	Working towards goals
Unit 14	Planning an enterprise activity
Unit 15	Running an enterprise activity
Unit 16	The changing nature of society in the UK
Unit 17	Supporting others
Unit 18	Understanding personal identity
Unit 19	Investigating a Vocational area
Unit 20	Preparing for your next steps
Unit 21	Healthy eating for families
Unit 22	Supporting babies to play
Unit 23	Contraceptive information

## Group B optional units

Unit No	Unit title
Unit 24	Tackling number problems
Unit 25	Job search skills
Unit 26	Interview skills

The learning outcomes for each unit are provided in Section 2 (page 16).

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 1 Award and Certificate in Personal and Social Development, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in these qualifications specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Unit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

## Essential skills

While completing these qualifications, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

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## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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## Direct Claim Status

Direct Claim Status will be transferred for these qualifications for centres already delivering NCFE CACHE Level 1 Award in Personal and Social Development (500/9571/7) and NCFE CACHE Level 1 Certificate in Personal and Social Development (500/9570/5).

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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## Entry guidance

These qualifications are designed for learners working at Level 1 which may encompass learners with mild learning difficulties and/or disabilities.

There are no specific recommended prior learning requirements for these qualifications.

These qualifications are suitable for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Progression opportunities

These qualifications are suitable for learners pre and post 16 who are engaged in a personalised learning programme at Level 1. They may progress to independent living, supported employment and a range of other qualifications to meet their own progression requirements.

## Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on the NCFE website.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date then this will be shown on the qualification page on the NCFE website and approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors

All Assessors of NCFE qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, NCFE considers it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable, ie have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent, ie able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

## **Internal Quality Assurance**

All staff involved in the internal quality assurance of NCFE qualifications should be appropriately qualified to make quality assurance decisions. Although it isn't a specific requirement of these qualifications, NCFE considers it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification isn't held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, ie have relevant knowledge across units they'll be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

### **Examples of relevant qualifications/experience**

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

### **Examples of relevant qualifications**

- Post Graduate Certificate in Education (PGCE)
- School-centred initial Teacher training (SCITT)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Graduate Teacher programme
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice
- Evidence of CPD for Safeguarding, Equal Opportunities and basic First Aid.

### **Examples of occupational experience**

- Working with SEND learners
- Worked with a learner on a one to one basis
- Worked with different age groups and levels of ability (Entry 1, 2, 3).

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

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## **Support for learners**

### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This document can be downloaded free of charge on the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

## **Support for centres**

### **Support handbook**

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

There are a number of documents available on the NCFE website that centres might find useful. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 2369 8000 or by emailing [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

## **Customer Support team**

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

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## **Reasonable Adjustments and Special Considerations Policy**

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

## **Fees and Pricing**

The current fees and pricing guide is available on the NCFE website.

## **Training and support**

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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## **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes and assessment criteria
- delivery and assessment (including types of evidence for internal assessment).

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about these qualifications please contact our Product Development team on 0191 239 8000.

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### Unit 01 Community action (M/502/0473)

<b>Unit summary</b>	The aim of this unit is to encourage learners to participate in local community activities and understand the benefits of these activities for themselves and the community.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Demonstrate an understanding of the role that community groups play

The learner can:

- 1.1 Describe 2 different community groups and their activities
- 1.2 State why these groups are important for the community

The learner will:

- 2 Demonstrate their involvement in community activities

The learner can:

- 2.1 Contribute to activities within the community
- 2.2 Explain how the activities benefit themselves and the community
- 2.3 With others, plan further activities to contribute/maintain benefits to the community

#### Delivery and assessment

Guidance on terminology:

**Community groups:** these may be faith groups (such as a local Christian, Muslim or Sikh group) or may be groups of people who have come together with a common interest or purpose (examples of these may include parent groups linked to local schools, local toddler groups, hobby or interest groups or neighbourhood watch groups).

**Community activities:** activities which are manageable by learners working at this level and take place in the local area.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

**Unit 01 Community action (M/502/0473) (cont'd)**

**Types of evidence**

Evidence could include:

**Record of oral and/or written questioning**

1.1, 1.2 - Record of learner description of 2 community groups identified and what they do (this could include who belongs to it, any actions the group takes or has taken etc), and a statement which describes briefly at least one benefit of each group to the community (ie why it is important).

**Witness testimony**

2.1, 2.3 - Statement from a member of the community group or another appropriate person who has witnessed the participation of the learner in at least 2 community activities (eg a carer, parent, relative, friend, group leader etc) where the learner is observed to be taking an active role in the group (for example being involved in a discussion, contributing to making decisions or undertaking a range of activities). The statement should also confirm that the learner contributed to planning further activities with others.

**Professional discussion**

2.2 - Record of the learner statement which describes briefly at least one benefit of each activity to the community and themselves (ie why it is important).

## Unit 02 Developing self (K/502/0469)

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<b>Unit summary</b>	The aim of this unit is to introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

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The learner will:

- 1 Take an active role in their self development

The learner can:

- 1.1 Describe personal strengths or abilities
  - 1.2 Select an area for self development
  - 1.3 Explain why this area is important for their self development
- 

The learner will:

- 2 Be able to plan for their self development

The learner can:

- 2.1 Prepare a plan for their identified area of self development
  - 2.2 List activities, targets and timelines for their self development
  - 2.3 Plan how to review progress towards achieving their targets
  - 2.4 Work through the agreed plan
- 

The learner will:

- 3 Review their self development and plan for the future

The learner can:

- 3.1 Review their self development plan
  - 3.2 Suggest improvements and amendments to the plan
  - 3.3 Explain how they will continue with their self development in the future
-

**Unit 02 Developing self (K/502/0469) (cont'd)**

<b>Delivery and assessment</b>
<p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Oral and/or written questioning</b></p> <p>1.1, 1.2, 1.3 - Oral or written description of at least 2 personal strengths and abilities, the selection by the learner of an area for self development (this can be from a list agreed with or provided by the Tutor) and a brief explanation of why this area is important for their self development.</p> <p><b>Product (Action plan)</b></p> <p>2.1, 2.2, 2.3, 2.4, 3.2 - A copy of the learner's development plan, action plan or appropriate record including a short description by the learner of their identified area for self development, (NB this could also be done orally if appropriate to the learner) the activities, targets and timelines needed and an identification of points for review and how these reviews will be carried out (eg a discussion of the plan at a certain point in time with the Tutor or another identified person).</p> <p><b>Oral and/or written questioning</b></p> <p>3.1, 3.2, 3.3 - Record of review carried out by the learner and the Tutor of the learner's self development plan and suggestions from the learner about how they would improve and amend their plan (an amended plan could also be submitted if appropriate), and a brief explanation about how the learner will continue with their self development in the future - this can be focussed on one particular area as identified for 1.2 and the timescale can be short term rather than long term.</p> <p><b>Witness statement</b></p> <p>2.4 - A statement confirming that the learner has undertaken the activities within their plan.</p>

### Unit 03 Dealing with problems in daily life (L/502/0464)

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<b>Unit summary</b>	The aim of the unit is to introduce learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

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The learner will:

- 1 Know how to recognise a straightforward problem and identify ways to tackle it

The learner can:

- 1.1 Describe a straightforward problem and describe its effects
  - 1.2 Suggest ways in which they might tackle the problem
  - 1.3 Select a way to tackle the problem and agree it with an appropriate person
- 

The learner will:

- 2 Be able to plan and carry out activities to tackle a problem

The learner can:

- 2.1 Plan the activities needed to tackle the problem
  - 2.2 Identify resources to help tackle the problem
  - 2.3 Carry out planned activities
- 

The learner will:

- 3 Be able to carry out a review of their methods and the skills they used in tackling the problem

The learner can:

- 3.1 Review the approach used to tackle the problem
  - 3.2 Describe what went well and what did not go so well
  - 3.3 Identify whether the problem has been solved
-

### Unit 03 Dealing with problems in daily life (L/502/0464) (cont'd)

#### Delivery and assessment

**Straightforward problem:** an appropriate problem for a learner working at Level 1 to tackle - the problem does not have to be solved to achieve the unit

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

#### Types of evidence

Evidence could include:

##### Professional discussion

1.1, 1.2, 1.3 - Record of discussion between the learner and the Tutor in which the learner describes a straightforward problem and the effects it has (eg what is the impact of the problem? What happens if it isn't solved?) and suggests at least one way of tackling the problem (this could be prompted by the Tutor from eg a given list of solutions).

##### Record of oral and/or written questioning

2.1, 2.3 - Record of how the learner tackled the problem and whether they asked for support or guidance. If no advice has been needed, the learner should be able to identify who they could have asked for help.

##### Professional discussion

3.1, 3.2, 3.3 - Record of a discussion between the Tutor and the learner in which they review the approach that was chosen to tackle the problem with the learner providing a short description of what went well and what did not go so well. The review should include the learner being able to identify if the problem has now been solved. (NB the learner does not have to solve the problem in order to achieve the unit).

##### Witness statement

2.2 - Statement to confirm that learner carried out given activities to tackle the problem.



### Unit 04 Environmental awareness (Y/502/0659)

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<b>Unit summary</b>	The aim of this unit is to encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

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The learner will:

- 1 Demonstrate an awareness of how the actions of humans affect the environment

The learner can:

- 1.1 Give examples of human behaviours which harm the environment
  - 1.2 Give examples of human behaviours which help the environment
  - 1.3 Identify ways to raise awareness about environmental issues
- 

The learner will:

- 2 Demonstrate an understanding of environmental issues which affect the local area

The learner can:

- 2.1 Describe an environmental issue which has an impact on their local area
  - 2.2 Identify ways in which this issue can be tackled to bring about improvements
- 

The learner will:

- 3 Carry out activities to help improve the environment in the local area

The learner can:

- 3.1 Describe activities that they can carry out to improve the local environment
  - 3.2 Carry out at least 2 activities to improve the local environment
  - 3.3 Describe the benefits of these activities for the local area
  - 3.4 Say what actions are needed to maintain improvements in the future
-

## Unit 04 Environmental awareness (Y/502/0659) (cont'd)

<b>Delivery and assessment</b>
<p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Record of written/oral questioning</b></p> <p>1.1, 1.2, 1.3 - Record of discussion between the Tutor and the learner or short written statement from the learner where they give at least 2 examples of human behaviour that are harmful to the environment, at least 2 that help the environment and identify at least 2 ways in which awareness can be raised about environmental issues (this can include at a local or national level as appropriate for the learner's level of awareness and knowledge).</p> <p><b>Professional discussion</b></p> <p>2.1, 2.2 - Record of discussion between Tutor and learner where the learner describes at least one environmental issue which has an impact on their local area and identify at least 2 ways in which the issue can be tackled to improve the local area. NB this could also be presented in written form through a learner worksheet or written statement if this is appropriate.</p> <p><b>Professional discussion</b></p> <p>3.1, 3.3, 3.4 - Record of discussion between the Tutor and the learner where the learner describes at least 2 activities that they can carry out which will improve the environment in the local area, describes at least one benefit of each activity for the local area and states at least one action which is needed to maintain the improvements for the future (eg one activity might be about collecting litter in the area which has the benefit of making the area more tidy and healthy for the local residents - the action for the future would be to continue collecting the litter).</p> <p><b>Witness statement</b></p> <p>3.2 - Statement from the Tutor or other appropriate person in which learner has been observed taking an active role in at least 2 activities which help the environment. The activities can be devised by the Tutor or another appropriate person and given to the learner to carry out to ensure it is at the appropriate level.</p>

### Unit 05 Healthy living (F/502/0476)

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<b>Unit summary</b>	The aim of this unit is to introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to demonstrate activities which will improve their own lifestyle.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

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The learner will:

- 1 Understand the importance of leading a healthy lifestyle

The learner can:

- 1.1 Describe the key elements of a healthy lifestyle
  - 1.2 Explain why a healthy lifestyle is important
- 

The learner will:

- 2 Demonstrate how they contribute to own healthy lifestyle

The learner can:

- 2.1 Select and carry out activities which contribute to a healthy lifestyle
- 

The learner will:

- 3 Review the activities undertaken to maintain a healthy lifestyle

The learner can:

- 3.1 Carry out a review of their activities
  - 3.2 Describe what went well and areas for improvement
  - 3.3 Describe how the activities have improved their lifestyle
  - 3.4 Suggest further activities which could contribute to a healthy lifestyle
-

## Unit 05 Healthy living (F/502/0476) (cont'd)

### Delivery and assessment

Guidance on terminology:

**Healthy lifestyle:** for example taking regular exercise, eating healthily, giving up smoking etc.

**Activity to contribute to a healthy lifestyle:** this could be based around exercise (eg walking or riding a bike instead of taking the car or bus, going to the local gym or participating in an exercise class at College if one is available), eating healthily (choosing a healthy lunch at the canteen, eating at least one fruit or vegetable a day, etc).

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Professional discussion

1.1, 1.2, 2.1 - Record of discussion between the learner and the Tutor in which the learner provides a short description of at least 2 elements of a healthy lifestyle and a simple explanation of why a healthy lifestyle is important (for example the explanation might be that you feel better, can breathe more easily, can manage to do more things without feeling tired, etc). The discussion should also include the learner selecting at least 2 activities which they will carry out (these could be selected from a list given by the Tutor or identified by the learner themselves). NB the descriptions could be written and used as product evidence if this is appropriate.

#### Witness statement

2.1 - Statement to confirm that learner has participated in at least 2 activities which contribute to a healthy lifestyle by Tutor or another appropriate person.

#### Professional discussion

3.1, 3.2, 3.3, 3.4 - Record of a discussion by the Tutor and the learner showing the learner carrying out a review of their activities, describing at least 2 factors that went well and one factor that could be improved, describing 2 ways in which the activities have improved their lifestyle and suggesting at least one further activity which could contribute to a healthy lifestyle. NB this could be presented as a written statement or worksheet if appropriate.

## Unit 06 Individual rights and responsibilities (K/502/0472)

<b>Unit summary</b>	The aim of this unit is to raise the learner's awareness of their rights and responsibilities as an individual.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Understand their individual rights

The learner can:

- 1.1 Give examples of their rights as an individual
- 1.2 Give examples of barriers which may prevent the exercise of their rights
- 1.3 Identify sources of support and information about rights and responsibilities and describe how these could help

The learner will:

- 2 Understand their individual responsibilities

The learner can:

- 2.1 Identify their responsibilities to themselves
- 2.2 State their responsibilities to others
- 2.3 Demonstrate how they take responsibility for themselves

### Delivery and assessment

Guidance on terminology:

**Right:** examples could include human rights, rights as an individual, right not to be discriminated against on grounds of race, age, disability, gender, etc.

**Responsibility:** examples of individual responsibilities could include being law abiding, being aware of the rights and sensibilities of others, keeping safe, keeping healthy, etc.

**Sources of help:** could include either individuals (tutor, relatives, carers, etc) or organisations (Citizens Advice etc) as appropriate to their knowledge and ability to recognise these.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

## Unit 06 Individual rights and responsibilities (K/502/0472) (cont'd)

### Types of evidence

Evidence could include:

#### Record of oral/written questioning

1.1, 1.2, 1.3 - Record of discussion between the Tutor and the learner in which the learner is able to give at least 2 examples of individual rights relevant to their own particular circumstances, at least 2 examples of barriers which may prevent them from exercising their rights and at least 2 sources of help and information with a short description about how each of these help. NB this could be presented as a written statement or worksheet if this is more appropriate.

#### Record of oral/written questioning

2.1, 2.2, 2.3 - Record of discussion between the Tutor and the learner in which the learner identifies at least 2 responsibilities they have for themselves and states at least 2 responsibilities they have to others.

#### Witness statement

2.3 - Statement to confirm that the learner has demonstrated on at least one occasion how they take responsibility for themselves (this could include personal hygiene, presentation, punctuality, being safe, etc).

### Unit 07 Making the most of leisure time (K/502/0651)

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<b>Unit summary</b>	The aim of this unit is to introduce learners to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

---

The learner will:

- 1 Understand how to make the best use of their leisure time

The learner can:

- 1.1 Describe the benefits of participating in leisure activities
  - 1.2 Describe a range of leisure activities available to them
  - 1.3 Identify ways in which they can make the best use of their leisure time
- 

The learner will:

- 2 Be able to participate in a range of activities

The learner can:

- 2.1 Make arrangements to take part in different leisure activities to include:
    - a relaxing activity
    - a challenging activity
    - an activity which involves learning a new skill.
  - 2.2 Take part in the activities
- 

The learner will:

- 3 Carry out a review of the activities they have tried

The learner can:

- 3.1 Describe their experiences of the activities
  - 3.2 State their preference for one activity from those tried out and give reasons for this choice
-

## Unit 07 Making the most of leisure time (K/502/0651) (cont'd)

### Delivery and assessment

Guidance on terminology:

**Leisure activities:** this could be an activity they do alone or with other people and could be formal or informal as appropriate to the learner's own interests.

**Benefits of leisure activities:** for example that it helps them to relax, to meet other people, to have a good time etc.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Professional discussion

1.1, 1.2, 1.3 - Record of discussion between the learner and the Tutor where the learner describes at least 2 benefits of participating in leisure activities, describes at least 2 different activities which are available to them (ie those they can access) and to identify at least 2 ways in which they can make the best use of their leisure time.

#### Witness statement

2.1, 2.2 - Statement confirming that the learner has made arrangements (ie looked for activities and contacted the person organising them to book a place or find out when and where the activity is taking place - NB these activities may be formal (ie organised) or informal (ie with friends) but the learner should be able to show in some way how they have arranged for themselves to participate in the activity), participated in at least 3 activities - one which is relaxing, one which is challenging as appropriate to their individual abilities and interests and one in which they learn a new skill.

#### Record of oral/written questioning

3.1, 3.2 - Record of discussion between the learner and the Tutor where the learner describes their experiences in each of the activities - these descriptions do not have to be detailed and can focus on one particular area they enjoyed or did not enjoy and an identification of why. They should also be able to state a preference and give at least one reason why they chose the activity above the others they tried.



### Unit 08 Managing own money (R/502/0479)

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<b>Unit summary</b>	The aim of this unit is to introduce learners to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

---

The learner will:

- 1 Understand how to plan a personal budget

The learner can:

- 1.1 Prepare a personal budget plan which includes key information on income and expenditure
  - 1.2 Use appropriate calculations when preparing the budget plan
- 

The learner will:

- 2 Understand how to manage their personal finances

The learner can:

- 2.1 Identify relevant financial organisations which can provide information on current accounts, savings and loans
  - 2.2 Identify an account to suit their purpose and say why it is appropriate
- 

The learner will:

- 3 Know how to carry out transactions

The learner can:

- 3.1 Identify a range of ways in which purchases can be paid for
  - 3.2 Carry out 2 different types of transaction
  - 3.3 Use appropriate calculations and checking procedures during transactions
-

## Unit 08 Managing own money (R/502/0479) (cont'd)

### Delivery and assessment

Guidance on terminology:

**Income:** examples include grants, income support, wages, etc.

**Ways of paying for items:** cash, cheque, credit/debit card, etc.

**Appropriate calculations:** for example adding columns, providing totals and subtracting to find a balance on a budget plan and checking, within reason, whether they have received the right change for an item if this is appropriate, or being able to identify if they have enough cash with them.

**Financial organisations:** for example banks, building societies, National Savings and Investments, premium bonds, etc.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Product

1.1, 1.2 - A personal budget plan which includes the learner's main income and expenditure during a week - the plan should set out the income and expenditure appropriately. The learner should provide appropriate evidence of making calculations (eg adding up columns, providing totals, subtracting expenditure from income to come up with a balance).

#### Record of oral/written questioning

2.1, 2.2 - Record of discussion between the learner and Tutor where the learner identifies at least 2 relevant financial organisations which can provide information on current accounts, savings and loans (NB this can be a different organisation for each of the items). The learner should be able to identify an appropriate account and give one reason why it is appropriate for their needs (this can be selected from a given list).

#### Witness statement

3.1, 3.2, 3.3 - Statement to confirm that learner has carried out 2 different types of transaction in which they have identified a way to pay for each of the transactions (these may be simulated or real) and evidence that the learner has made at least 2 appropriate calculations with support and guidance (eg checking change, making sure they have enough money).

### Unit 09 Managing social relationships (D/502/0470)

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<b>Unit summary</b>	The aim of this unit is to encourage learners to use appropriate behaviours when interacting with others in social situations.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

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The learner will:

- 1 Understand how to interact with others in a range of social situations

The learner can:

- 1.1 Identify at least 2 social situations in which they may need to interact with others
  - 1.2 Identify positive behaviours which can be used when interacting with others
  - 1.3 Explain why it is important to use positive behaviours when interacting with others
- 

The learner will:

- 2 Demonstrate how to interact with others in a range of social situations

The learner can:

- 2.1 Take an active role in exchanges on different topics, with one or more people
  - 2.2 Use a range of appropriate behaviours when participating in the exchanges
  - 2.3 Use appropriate formal and informal communication techniques
-

## Unit 09 Managing social relationships (D/502/0470) (cont'd)

### Delivery and assessment

Guidance on terminology:

**Appropriate behaviours:** for example using appropriate body language and tone of voice (ie not standing too close to someone, being aware of how loud they are speaking etc).

**Express opinions:** for example "I liked that film" or "I didn't like that song".

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Professional discussion

1.1, 1.2, 1.3 - Record of a discussion between the learner and the Tutor in which they identify at least 2 situations in which they might need to interact with others and at least 2 positive behaviours which they can use when interacting with others, providing a short and simple explanation of why it is important to use each behaviour.

#### Witness statement

2.1, 2.2, 2.3 - Statement to confirm that the learner has taken an active role in at least 2 exchanges on different topics, each with at least one other person. The learner should be able to demonstrate at least one verbal and one non-verbal positive behaviour in each interaction and use at least one appropriate formal and one appropriate informal communication technique in each.

## Unit 10 Parenting awareness (J/502/0656)

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<b>Unit summary</b>	The aim of this unit is to introduce learners to some of the issues facing new parents and encourages them to identify sources of help and support for new parents.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

---

The learner will:

- 1 Demonstrate an understanding of the demands of having a baby

The learner can:

- 1.1 Identify the ways in which having a new baby can be emotionally and physically demanding
  - 1.2 Identify the signs of stress that new parents may show, and describe the impact this may have on the family
- 

The learner will:

- 2 Demonstrate an understanding of the sources of help and support available for parents

The learner can:

- 2.1 Describe the sources of help available for new parents
  - 2.2 Describe the facilities in their local area which support parents with young children
  - 2.3 Describe the benefits to new parents of help and support from a range of sources
- 

The learner will:

- 3 Demonstrate an understanding of a parent's responsibility for keeping a baby safe and healthy

The learner can:

- 3.1 Describe a range of ways to ensure the safety and health of a baby
  - 3.2 Give examples of when a parent should seek medical advice about their baby's health
-

## Unit 10 Parenting awareness (J/502/0656) (cont'd)

### Delivery and assessment

Guidance on terminology:

**Signs of stress:** eg anxiety, emotional distress, "baby blues", post-natal depression etc.

**Sources of help for new parents:** this could be informal in the form of relatives or friends or formal such as health visitors, doctors, midwives, etc.

**Facility that supports parents with young children:** eg doctors surgery, post-natal groups, other parent and baby group such as Sure Start, toddler groups, etc.

**Unsafe situations in the home:** examples of unsafe situations might include a hot oven or cooker in a kitchen; open doors on washing machines or dryers; cupboards storing harmful substances such as cleaning products, stairs, breakable objects, sharp edges to tables, etc.

**Examples of when to seek medical advice:** examples of this may include difficulty breathing, a bang on the head followed by unconsciousness, burns or scalds, rashes, high temperature, etc.

**Health hazard:** examples could include infectious diseases eg measles, whooping cough, meningitis C etc through immunisation, or illnesses such as E. coli or swine flu through the use of good hygiene.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Professional discussion

1.1, 1.2 - Record of discussion between the learner and the Tutor in which the learner identifies at least one emotional and at least one physical demand in having a new baby and at least 2 signs of stress that new parents may show with a short description of one impact on the family that each may have.

#### Professional discussion

2.1, 2.2, 2.3 - Record of discussion between the learner and Tutor in which the learner identifies 2 sources of help for new parents, 2 facilities in their local area which supports parents with young children and at least 2 benefits to parents from 2 different sources of support.

#### Professional discussion

3.1, 3.2 - Record of discussion between the learner and the Tutor in which the learner describes 2 ways in which a parent can protect a baby against an unsafe situation in the home and at least 2 examples of when a parent should seek medical advice. NB these could also be provided as a written statement or worksheet if this is appropriate.

### Unit 11 Preparation for work (J/502/0477)

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<b>Unit summary</b>	The aim of this unit is to encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

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The learner will:

- 1 Understand how own skills and qualities relate to those needed for working life

The learner can:

- 1.1 Describe personal and employability skills and qualities which employees need
  - 1.2 Describe their own skills, qualities and achievements
  - 1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace
  - 1.4 Suggest areas for improvement
- 

The learner will:

- 2 Research personal career opportunities

The learner can:

- 2.1 Find out about a range of potential job roles which interest them
  - 2.2 Match their skills, qualities and achievements to a potential job role
  - 2.3 Identify and prepare key information needed for an application or interview
-

## Unit 11 Preparation for work (J/502/0477) (cont'd)

### Delivery and assessment

Guidance on terminology:

**Personal skills and qualities needed by employees:** examples might include timekeeping/punctuality, appropriate behaviours, personal presentation, ability to work with others.

**Key personal information:** includes their full name, date of birth, address, phone number, nationality, list of skills, qualities, education, qualifications, experience etc as appropriate. The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Professional discussion

1.1, 1.2, 1.3, 1.4 - Record of discussion between the learner and the Tutor where the learner provides a description of at least 2 personal skills and 2 employability skills that employees need, at least 2 personal skills, qualities and achievements and at least 2 areas for improvement.

#### Record of oral/written questioning

2.1, 2.2 - Evidence of research carried out by the learner (ie print out from internet or job search database, cuttings from newspaper etc) and that they have matched their skills, qualities and achievements described in 1.2 to the key areas in the potential job role (eg short description of their personal skills showing where these are described in the job advert).

#### Product

2.3 - List of key personal information that the learner has identified and prepared (eg by filling out a real or mock job application form or writing or typing neatly and presenting as a personal statement) to apply for their identified job role. The personal statement could be produced using IT if this is appropriate.



### Unit 12 Working as part of a group (R/502/0465)

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<b>Unit summary</b>	The aim of this unit is to help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

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The learner will:

- 1 Understand how to contribute to working as part of a group in appropriate ways

The learner can:

- 1.1 Suggest appropriate ground rules for working with others
  - 1.2 Contribute to the planning of group and individual activities
- 

The learner will:

- 2 Demonstrate how to work as an effective group member

The learner can:

- 2.1 Work with others in a positive way to carry out individual and group activities
  - 2.2 Make suggestions appropriately
  - 2.3 Deal with instructions appropriately
  - 2.4 Deal with feedback appropriately
  - 2.5 Support others and ask for support when required
- 

The learner will:

- 3 Review the group's progress and their contribution to it

The learner can:

- 3.1 Review the progress the group has made in working together
  - 3.2 Describe how they contributed to the work of the group
  - 3.3 Describe what went well and what went less well
  - 3.4 Suggest how they could improve their skills in working with others
-

## Unit 12 Working as part of a group (R/502/0465) (cont'd)

### Delivery and assessment

Guidance on terminology:

**Working with others:** either formally on a particular project or task, or informally for example with friends.

**Ground rules:** for example who is doing what, what tasks need to be done and in which order, what the group wants to achieve etc.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Witness statement

1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5 - A statement to confirm that the learner made an active contribution to group activities including suggesting at least one appropriate ground rule, contributed to group and individual activities (for example making suggestions about the role they and/or others should play in the group), working positively with others (eg showing appropriate behaviours) making at least one suggestion, dealing appropriately with at least one instruction and receiving feedback in an appropriate way, and supporting others and asking for support when required. NB if there are no opportunities to offer or ask for support this can be dealt with via professional discussion where the learner can identify a possible situation where they might need to ask for or offer support.

#### Record of oral/written questioning

3.1, 3.2, 3.3, 3.4 - A record of discussion between the learner and the Tutor where the learner carries out a review of the progress of the group, their individual contribution to it, describes at least one factor that went well and at least one aspect that did not go so well and suggest one way in which they could improve their skills in working with others. Discussions should focus on the learner's contribution and the way the group worked together rather than the success or otherwise of the activity or project as a whole.

### Unit 13 Working towards goals (J/502/0463)

<b>Unit summary</b>	The aim of this unit is to help the learner to understand how to identify and work towards goals appropriately.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Be able to identify and explain their goals

The learner can:

- 1.1 Describe own strengths and what they need to improve
- 1.2 Identify at least one goal which is important for their development
- 1.3 Explain why achieving this goal is important
- 1.4 Agree the goal with an appropriate person

---

The learner will:

- 2 Prepare an action plan to meet their goal

The learner can:

- 2.1 Identify the activities needed to work towards the goal
- 2.2 Identify timescales and deadlines for the achievement of the goal
- 2.3 Identify the resources needed to support them in achieving the goal

---

The learner will:

- 3 Be able to review progress towards achieving their goal

The learner can:

- 3.1 Follow the activities outlined in the action plan
  - 3.2 Regularly review the activities and outcomes with an appropriate person
  - 3.3 Identify what has been achieved and what still needs to be done
  - 3.4 Amend the action plan to reflect their progress
-

### Unit 13 Working towards goals (J/502/0463) (cont'd)

<b>Delivery and assessment</b>
<p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Professional discussion</b></p> <p>1.1 - Record of discussion between the Tutor and the learner where the learner describes at least 2 strengths that they have and one aspect that they need to improve.</p> <p><b>Professional discussion</b></p> <p>1.2, 1.3, 1.4 - Record of discussion between the learner and the Tutor where the learner identifies an appropriate short-term goal which they feel is important to them, explains in basic terms why the goal is important and agrees the goal with the Tutor or another appropriate person.</p> <p><b>Action plan</b></p> <p>2.1, 2.2, 2.3 - An action plan prepared by the learner with support and guidance where the learner identifies the activities needed to work towards the goal, the timescales and deadlines for the achievement of the goal and the resources needed to help them achieve it. (NB these can also be achieved through professional discussion if appropriate).</p> <p><b>Witness statement</b></p> <p>3.1 - Statement to confirm that the learner has carried out the activities and is working towards the agreed goal.</p> <p><b>Product (action plan)</b></p> <p>3.2, 3.3, 3.4 - Annotated action plan showing regular reviews, what has been achieved, amended or changed as appropriate. NB this could also be carried out through professional discussion.</p>

### Unit 14 Planning an enterprise activity (F/501/5942)

<b>Unit summary</b>	The aim of this unit is for learners to develop an understanding of how to set up an enterprise activity to sell a product or service, including calculating the costs and responsibilities involved.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know how to select a suitable enterprise activity

The learner can:

- 1.1 Describe the strengths and weaknesses of generated ideas for an enterprise activity
- 

The learner will:

- 2 Know appropriate roles and skills required for the enterprise activity

The learner can:

- 2.1 List roles and the practical and personal skills required for the enterprise activity.
- 

The learner will:

- 3 Understand the costs involved in producing and selling a product or service

The learner can:

- 3.1 Use basic calculations to show the cost of items and processes related to producing and selling the product or service
  - 3.2 Use basic calculations to show the final pricing of the product or service
- 

The learner will:

- 4 Know appropriate promotional techniques

The learner can:

- 4.1 Provide appropriate promotional materials and methods for promoting the product or service
-

## Unit 14 Planning an enterprise activity (F/501/5942) (cont'd)

### Delivery and assessment

1.1 - The learner should describe a minimum of 2 strengths and 2 weaknesses for at least 3 ideas for an enterprise activity.

4.1 - The learner should provide a minimum of 2 materials and 2 methods of promotion.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Workbook

1.1, 2.1, 3.1, 3.2, 4.1 - A centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria. Role plays and team activities could also be used on which the learners could base their answers. The learner could provide their evidence based on case studies, provided by the centres, of potential enterprise activities.

#### Case studies

1.1, 2.1, 3.1, 3.2, 4.1 - The learner could provide their evidence based on case studies, provided by the centre, of potential enterprise activities.

#### Record of observation

4.1 - The Assessor could provide a record of observation of the learner participating in a role play or team activity where promotional materials were produced.

#### Witness testimony

4.1 - A witness could provide a written testimony of the learner participating in a role play or team activity where promotional materials were produced.

### Unit 15 Running an enterprise activity (F/501/5939)

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<b>Unit summary</b>	The aim of this unit is to provide learners with the opportunity to carry out an enterprise activity. Learners will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

---

The learner will:

- 1 Know how to increase the likelihood of success in an enterprise activity

The learner can:

- 1.1 Describe features which would lead to the effective delivery of a chosen enterprise activity
- 

The learner will:

- 2 Be able to complete an enterprise activity

The learner can:

- 2.1 Demonstrate selling a product or service, taking into account the practical and personal skills needed
- 

The learner will:

- 3 Be able to review the success of the enterprise activity

The learner can:

- 3.1 Produce records to show the successes and failures of the enterprise activity
-

## Unit 15 Running an enterprise activity (F/501/5939) (cont'd)

### Delivery and assessment

1.1 - The learner should describe a minimum of 3 features.

3.1 - The records could include costings. It should clearly identify both the successes and failures of the enterprise activity.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Written report

1.1 - The learner's written report may be based on their chosen enterprise activity from the previous unit. This may be produced following a team meeting where the enterprise activity is discussed. The learner could provide their notes and costings from their preparation for their enterprise activity and from their team meetings following their activity.

#### Record of observation

2.1 - The Assessor should provide a record of observation of the learner participating in their enterprise activity.

#### Witness testimony

2.1 - A witness could provide a written testimony of the learner participating in their enterprise activity.

#### Reflective account

3.1 - The learner may provide a written, or audio, account of their enterprise activity where they review the success and failures.

#### Record of observation

3.1 - The Assessor could provide a record of observation of the learner participating in a team meeting where the results of the enterprise activity are discussed

#### Meeting notes

3.1 - The learner could provide their written notes from their team meeting where the results of the enterprise activity were discussed – these may be informal notes or more formal minutes of the meeting

#### Work product



1.1, 3.1 - the learner could provide their notes and costings from their preparation for their enterprise activity and from their team meetings following their activity.

## Unit 16 The changing nature of society in the UK (K/600/3164)

<b>Unit summary</b>	<p>In the first part of the unit learners investigate why people migrate to, from and within the UK. The impact of migration on communities and benefits of cultural diversity are examined.</p> <p>The second part looks at the changing nature of UK society, drawing on examples of diversity in factors such as culture, traditions and values. The benefits of multiculturalism are considered.</p> <p>In the third part of the unit, learners are required to consider how community cohesion in a multicultural society can be encouraged through shared values.</p>
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about identity

The learner can:

- 1.1 List factors which contribute to cultural identity
- 1.2 Outline why identity is important

The learner will:

- 2 Know about the changing nature of UK society

The learner can:

- 2.1 Outline reasons people migrate
- 2.2 Identify changes in UK society
- 2.3 Describe benefits of cultural diversity

The learner will:

- 3 Understand how community cohesion in a multicultural society can be encouraged

The learner can:

- 3.1 Explain how to encourage community cohesion in a multicultural society

## Unit 16 The changing nature of society in the UK (K/600/3164) (cont'd)

### Delivery and assessment

1.1 - The learner should provide a minimum of 3 factors.

2.1 - The learner should provide a minimum of 3 reasons

2.2 - The learner should provide a minimum of 3 changes

2.3 - The learner should provide a minimum of 3 benefits

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Workbook

1.1, 1.2, 2.1, 2.2, 2.3, 3.1 - Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria. Role plays and team activities could also be used on which the learners could base their answers.

#### Case studies

1.1, 2.2, 3.1 - Centre may provide a range of case studies to enable the learner to study this topic. The learner would benefit from the case studies being based on familiar areas or situations within their local area in addition to the wider UK.

#### Record of discussion

1.2, 2.1, 2.3, 3.1 - Discussion could be recorded as a written record of an audio record; individual discussion could follow class or group discussion to build learner's confidence and prepare them for assessment. Role plays and team activities could also be used on which the learners could base their answers.

#### Written statement

1.2, 1.2, 2.1, 2.2, 2.3, 3.1 - The learner could provide a written statement for all or part of this unit following their learning activities to demonstrate their knowledge and understanding.

## Unit 17 Supporting others (H/501/6887)

<b>Unit summary</b>	The aim of the unit is to help the learner to be able to provide support to others, including knowing what he/she can and cannot do to support others and why, being aware of health and safety issues and reviewing the effectiveness of the support provided.
<b>Credit value</b>	3
<b>Guided learning hours</b>	22
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Identify others who need support

The learner can:

- 1.1 List the person(s) who need support in different ways
- 1.2 Describe the support needs of the person(s) he/she has decided to support

---

The learner will:

- 2 Know what he/she can do to support others

The learner can:

- 2.1 State two ways he/she could support the person(s)
- 2.2 Agree how to support the person(s)

---

The learner will:

- 3 Understand what he/she cannot do to support others and why

The learner can:

- 3.1 Explain what he/she cannot do to help or support
- 3.2 Explain why he/she cannot help or support in this way

---

### Learning outcome 4

The learner will:

- 4 Be aware of relevant health and safety issues

The learner can:

- 4.1 List relevant health and safety issues
- 4.2 Work safely

## Unit 17 Supporting others (H/501/6887) (cont'd)

### Learning outcome 5

The learner will:

5 Be able to support others

The learner can:

5.1 Support the person or persons

---

### Learning outcome 6

The learner will:

6 Review the effectiveness of the support given

The learner can:

6.1 Identify what went well and what did not go well

6.2 Identify the changes he/she would make if he/she provides the support again

#### Delivery and assessment

1.3 - The learner should provide a minimum of 2 support needs.

4.1 - The learner should provide a minimum of 2 health and safety issues.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

#### Types of evidence

Evidence could include:

##### Workbook

1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 6.1, 6.2 - Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria. Role plays and team activities could also be used to prepare the learners to support their chosen person/s.

##### Written statement

1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1 - The learner's written statement would provide an explanation of their preparation for supporting the person/s. This could include, for example, a new member of the team, a new student or a new work colleague.

##### Witness testimony

1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1 - A witness testimony could be obtained from each person supported by the learner to confirm their discussions during preparation for support and therefore support the learner's own written statement.

**Reflective account**

4.2, 5.1, 6.1, 6.2 - The learner's reflective account would include how they worked safely with the person/s they were supporting, what they did to support the person/s, identifying what went well and what they would change to improve the areas which did not go well or which they feel they could improve further.

**Record of observation**

4.2, 5.1 - The Assessor could provide a record of observation to confirm how the learner supported their chosen person/s.

### Unit 18 Understanding personal identity (M/600/3134)

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<b>Unit summary</b>	Understanding the factors that contribute to a positive sense of personal identity.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

---

The learner will:

- 1 Know the main factors that influence personal identity

The learner can:

- 1.1 Describe personal identity
  - 1.2 Outline the factors that affect personal identity
- 

The learner will:

- 2 Understand that self-esteem can change with personal circumstances

The learner can:

- 2.1 Discuss self-esteem
  - 2.2 Explain personal circumstances that can influence self-esteem
- 

The learner will:

- 3 Be able to recognise and respond to influences on own self-esteem

The learner can:

- 3.1 Present influences on own self-esteem
  - 3.2 Give examples of links between own self-esteem and own confidence
  - 3.3 Demonstrate how to create a positive sense of self
-

## Unit 18 Understanding personal identity (M/600/3134) (cont'd)

### Delivery and assessment

1.2 - The learner should provide a minimum of 3 factors.

2.2 - The learner should provide a minimum of 3 circumstances.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Workbook

1.1, 1.2, 2.1, 2.2, 3.1, 3.2 - Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria.

#### Written statement

1.1, 1.2, 2.1, 2.2, 3.1, 3.2 - The learner could produce a written statement to provide the evidence for these assessment criteria.

#### Records of discussion

2.1, 2.2, 3.1 3.2 - This may be a written or recorded discussion where the learner discusses these aspects of self-esteem. Learners may benefit from participating in a group discussion for 2.1 and 2.2, followed by an individual discussion for 3.1 and 3.2 depending on their levels of confidence, maturity and how well they have developed their support networks within the group/class.

#### Record of observation

3.3 - The record of observation could be produced following the learner's participation in role plays or team activities.



### Unit 19 Investigating a vocational area (T/600/3250)

<b>Unit summary</b>	This unit is about selecting and researching a vocational area with regard to skills, knowledge and personal qualities.
<b>Credit value</b>	2
<b>Guided learning hours</b>	16
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know how to research a vocational area

The learner can:

- 1.1 Explain own reasons for interest in a specific vocational area
- 1.2 Use relevant sources of information to research a vocational area, and explain what has been learned from each
- 1.3 Describe three job roles associated with the vocational area
- 1.4 Describe the skills, knowledge and personal qualities required to perform the job roles identified
- 1.5 Explain how a learner might show that they meet the job specification for one of the job roles identified

The learner will:

- 2 Know how to develop the skills and knowledge for a chosen job role

The learner can:

- 2.1 Assess own current skills, knowledge and personal qualities relevant to the chosen job role
- 2.2 Assess and prioritise areas for own development
- 2.3 Prepare an action plan for developing skills and knowledge for the chosen job role

#### Delivery and assessment

1.1 - The learner should provide a minimum of 2 reasons

1.2 - The learner should use a minimum of 2 sources

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

## Unit 19 Investigating a vocational area (T/600/3250) (cont'd)

### Types of evidence

Evidence could include:

#### Workbook

1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3 - Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria.

#### Written statement

1.1, 1.2, 1.3, 1.4, 1.5 - The learner could produce a written statement to provide the evidence for these assessment criteria.

#### Work product

1.2, 1.3, 1.5 - The learner should support their written statement with their research results eg print outs from websites, job specifications.

#### Personal development plan

2.1, 2.2, 2.3 - Supported by their Assessor, tutor or mentor, the learner's personal development plan (PDP) will assess their current skills, knowledge and personal qualities against those required for their chosen job role; allowing them to prioritise their areas for development. The PDP should allow for review and revision to support the learner's ongoing learning and development.

## Unit 20 Preparing for your next steps (L/601/0110)

<b>Unit summary</b>	The aim of this unit is to help learners to focus on personal career plans, recognising their skills and abilities. It will support learners to prepare and take the next steps into training or work.
<b>Credit value</b>	4
<b>Guided learning hours</b>	36
<b>Level</b>	Level 1
<b>Mandatory/optional</b>	Optional

The learner will:

- 1 Know about personal career goals

The learner can:

- 1.1 Investigate potential career goals
- 1.2 Describe next steps to achieve personal goals
- 1.3 Identify barriers to achieving personal goals

---

The learner will:

- 2 Understand opportunities for training and work

The learner can:

- 2.1 Identify sources of information for training or employment
- 2.2 List training opportunities
- 2.3 Outline employment options

---

The learner will:

- 3 Know how to prepare for work or training

The learner can:

- 3.1 Outline personal skills
- 3.2 Identify personal information for application forms or CV
- 3.3 Describe skills and knowledge required for identified career path

---

The learner will:

- 4 Know about the recruitment process

The learner can:

- 4.1 Identify the steps to recruitment
- 4.2 Describe the importance of personal preparation for interview

## Unit 20 Preparing for your next steps (L/601/0110) (cont'd)

### Delivery and assessment

1.1, 1.2, 1.3 - The learner should identify a minimum of 2 career goals and describe the next steps, identifying the barriers to all of their goals.

2.1 - The learner should identify a minimum of 2 sources.

2.1 - The learner should give a minimum of 2 opportunities.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

#### Work product/research

1.1, 2.1, 2.3, 4.1 - The learner could provide the results of their research eg print outs from websites researched, training and career opportunities from local newspapers.

#### Personal development plan

1.1, 1.2, 1.3 - Supported by their Assessor, tutor or mentor, the learner's personal development plan (PDP) will state their personal goals which should be realistic and achievable, with clear steps to be taken to enable the learner to achieve them. The PDP should allow for review and revision to support the learner's ongoing development.

#### Workbook

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2 - Centre devised workbook may include a range of activities and tasks to engage the learner and guide them to answer questions which meet the assessment criteria. Role plays and team activities could also be used on which the learners could base their answers.

#### Record of discussion

1.2, 1.3, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2 - Discussion could be a written record, individual discussion could follow class or group discussion to build learner's confidence and prepare them for assessment. Role plays and team activities could also be used on which the learners could base their answers.

## Unit 21 Healthy eating for families (R/601/0108)

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<b>Unit summary</b>	The aim of this unit is to introduce learners to the principles of a healthy diet for families and children, including groups who may have particular food restrictions.
<b>Credit value</b>	4
<b>Guided learning hours</b>	36
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

---

The learner will:

- 1 Understand the importance of a balanced diet

The learner can:

- 1.1 List the main food groups
  - 1.2 State what is meant by a balanced diet
  - 1.3 State the effects of a balanced diet on health
- 

The learner will:

- 2 Know about good eating habits for families

The learner can:

- 2.1 Outline the importance of family mealtimes
  - 2.2 Describe ways to encourage children to eat healthily
  - 2.3 Identify a healthy meal for children
- 

The learner will:

- 3 Know special food requirements for groups and individuals

The learner can:

- 3.1 Identify food restrictions for religious groups
  - 3.2 Outline special dietary requirements
  - 3.3 Identify food allergies
-

## Unit 21 Healthy eating for families (R/601/0108) (cont'd)

The learner will:

4 Know how to handle and store food safely

The learner can:

4.1 Give reasons for hand washing before food preparation

4.2 State hazards of poor food storage and preparation

4.3 Identify ways to prevent cross contamination of food

### Delivery and assessment

1.1 - List the 5 main food groups

1.2 - Say what is meant by 'a balanced diet'

1.3 - List 3 effects of a healthy balanced diet

2.1 - The learner can outline benefits of family mealtimes

2.2, 2.3 - The learner can describe 2 ways to encourage children to eat healthily. One healthy meal for children must be identified.

3.1, 3.2 - The learner can identify 2 food restrictions for: religious requirements and special dietary requirements

3.3 - Identify a minimum of 2 food allergies

4.1 - Give 3 examples of when we must wash our hands

4.2 - List a minimum of 2 examples of poor food storage and preparation

4.3 - Identify 3 ways to prevent cross contamination of food

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

## Unit 21 Healthy eating for families (R/601/0108) (cont'd)

### Types of evidence

Evidence could include:

**Poster** - 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3

**Leaflet** - 1.1, 1.2, 1.3, 3.1, 3.2, 3.3

**Handout** - 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

**Professional discussion** - 1.1, 1.2, 1.3, 4.1, 4.2, 4.3

**Factsheet** - 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

**Display of food types as examples of healthy diets from across the food groups with a list of 3 benefits of following a healthy balanced diet** - 1.1, 1.2, 1.3

**Guide for families to encourage healthy eating with a menu** - 2.1, 2.2, 2.3

**Chart/table to outline restriction to diet with a list of 2 common food allergies** - 3.1, 3.2, 3.3

## Unit 22 Supporting babies to play (J/601/3409)

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<b>Unit summary</b>	The aim of this unit is to help learners gain understanding of development areas and learn about the adult's role in supporting babies to play.
<b>Credit value</b>	3
<b>Guided learning hours</b>	27
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

---

The learner will:

- 1 Know how babies' development is supported by play

The learner can:

- 1.1 State ways that babies' development is supported by play in the following areas:

- physical
- social and emotional
- intellectual and language

- 1.2 Give examples of how the individual needs of babies can be supported through play
- 

The learner will:

- 2 Know about play activities for babies

The learner can:

- 2.1 Identify different play activities and the resources to support play for the following ages:

- babies from birth to 3 months
- babies from 4 months to 7 months
- babies from 8 months to 11 months
- babies from 12 months to 15 months

- 2.2 State what the benefits are to babies of each play activity identified
- 

The learner will:

- 3 Know the role of the adult in providing play for babies

The learner can:

- 3.1 Identify the adult's role in ensuring that babies can play safely

- 3.2 Give examples of how adults encourage babies to play
-



## Unit 22 Supporting babies to play (J/601/3409) (cont'd)

### Delivery and assessment

1.1 - List one way that a baby may develop through play in each of the areas listed below:

- physical
- social and emotional
- intellectual and language.

1.2 - Give two examples of how play can support a baby's individual needs

2.1, 2.2 - Identify one activity for each age range identified below:

- from birth to 3 months
- from 4 months to 7 months
- from 8 months to 11 months
- from 12 months to 15 months.

For each activity identify any benefits to the baby.

3.1 - The learner can identify the role of the adult when keeping the baby safe during play.

3.2 - The learner can give two examples of how the adult can encourage babies to play.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

### Types of evidence

Evidence could include:

**Table/chart** - 1.1, 1.2, 2.1, 2.2

**Illustrated poster** - 1.1, 1.2

**Activity planning sheet** - 2.1, 2.2

**Guide for parents** - 2.1, 2.2

**Activity planner to identify role of adult during a play activity in terms of safety and encouragement** - 3.1, 3.2, 3.3

**Illustrated handout/play guide** - 3.1, 3.2, 3.3

**Display – learner contributes to peer display** - 3.1, 3.2, 3.3

### Unit 23 Contraception information (R/601/3459)

---

<b>Unit summary</b>	The aim of this unit is to look at the different methods of contraception and their strengths and weaknesses and possible risks. It will also provide information on where to go for contraception advice and support.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry Level 3
<b>Mandatory/optional</b>	Optional

---

The learner will:

- 1 Know about contraception

The learner can:

- 1.1 List methods of contraception
  - 1.2 State the strengths and weaknesses of each method of contraception listed
- 

The learner will:

- 2 Know where to seek advice in relation to contraception

The learner can:

- 2.1 Identify where support on contraception can be obtained
  - 2.2 Give examples of professionals available to talk to individuals about contraception
-

### Unit 23 Contraception information (R/601/3459) (cont'd)

#### Delivery and assessment

1.1, 1.2 - The learner could list at least 2 methods of contraception. For each method the learner must identify any strengths or weaknesses for each method of contraception listed

2.1 - The learner can identify at least 2 sources of support for contraception

2.2 - Give 2 examples of professionals that could help with advice about contraception

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.

#### Types of evidence

Evidence could include:

**Illustrated factsheet** - 1.1, 1.2

**Small group discussion with written summary** - 1.1, 1.2

**Professional discussion** - 1.1, 1.2, 2.1, 2.2

**Leaflet** - 2.1, 2.2

**Handout** - 2.1, 2.2

## Unit 24 Tackling number problems (A/502/3568)

<b>Unit summary</b>	This unit looks at some of the basic arithmetical computations that are common to most places of work and looks to show why these are relevant and important skills to have. In essence, the unit looks to go over the numeracy associated with money and quantities.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Additional

The learner will:

- 1 Be able to solve common financial problems in a place of work context

The learner can:

- 1.1 Demonstrate accurate completion of 2 straightforward financial problems
- 1.2 Demonstrate how the problem or solution could be shown graphically using appropriate methods and labelling

---

The learner will:

- 2 Be able to solve and present straightforward work-based problems to do with quantities

The learner can:

- 2.1 Demonstrate accurate completion of 2 straightforward problems to do with quantities
- 2.2 Demonstrate how the problem or solution could be shown graphically using appropriate methods and labelling

---

The learner will:

- 3 Be able to solve and present straightforward work based problems to do with fractions and percentages

The learner can:

- 3.1 Demonstrate accurate completion of one straightforward problem to do with fractions and one to do with percentages
  - 3.2 Demonstrate how the problem or solution could be shown graphically using appropriate methods and labelling
-

### Unit 24 Tackling number problems (A/502/3568) (cont'd)

<b>Delivery and assessment</b>
The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.
<b>Types of evidence</b>
Evidence could include:  <b>Examples of job vacancies from different sources, brochures or other material from support agencies, specific job opportunity of interest - 1.1, 1.2</b>  <b>Career plan - 2.1, 2.2</b>  <b>Presentation materials, individual learning plans, workbook - 3.1, 3.2</b>

## Unit 25 Job search skills (D/502/3577)

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<b>Unit summary</b>	This unit introduces learners to the necessary knowledge and skills to carry out searches for jobs and making applications. The unit will cover identifying the best places to look for suitable job opportunities, using job searching resources and knowing who can support them to look for work. The unit then explores the different ways learners can look to find work and starts with a personal career plan and review. The learners then move on to review the local job market and assess their individual prospects.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Additional

---

The learner will:

- 1 Understand where and how to search for jobs

The learner can:

- 1.1 Describe 3 possible sources of job vacancies and provide examples from each. One of these sources should be accessed via the internet
- 1.2 Describe the support networks that are available to them to help them find work or training
- 1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by accessing one of the support networks and acting on the advice and guidance given

---

The learner will:

- 2 Know how to develop a personal career plan

The learner can:

- 2.1 Describe the purpose of a career plan and detail the types of information it needs to contain
- 2.2 Create a career plan for themselves following appropriate conventions regarding contents and layout

---

The learner will:

- 3 Know how to assess their individual prospects against potential opportunities

The learner can:

- 3.1 Create and present an appraisal of the job and/or training prospects available to them and their readiness to take advantage of any opportunities available. The appraisal addresses
    - their achievement and work experience to date
    - any further study or learning.
-

**Unit 25 Job search skills (D/502/3577) (cont'd)**

<b>Delivery and assessment</b>
The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.
<b>Types of evidence</b>
Evidence could include:  <b>Workbook, projects or assignments, case studies, short response test, multiple choice test -</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2

## Unit 26 Interview skills (K/502/3579)

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<b>Unit summary</b>	This unit applies learning to the specific context of the job interview.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Additional

---

The learner will:

- 1 Understand what preparation is required before taking part in an interview

The learner can:

- 1.1 Describe the types of questions that are asked at interview, including questions about the:
  - job itself
  - working conditions
  - learner
- 1.2 Describe the type of preparation that needs to take place in the run up to an interview, including things like:
  - where to go and how to get there in good time
  - how to present themselves (manner and dress)
  - anticipating what might be asked and how they will respond
  - questions the learner might want to ask
- 1.3 Prepare to take part in an interview situation, rehearsing what they will say and how they will say it

---

### Learning outcome 2

The learner will:

- 2 Know how to conduct themselves during an interview

The learner can:

- 2.1 Conduct themselves appropriately in an interview situation, showing they can demonstrate appropriate:
    - use of language
    - use of body language
    - dress sense
    - punctuality and formality
-



## Unit 26 Interview skills (K/502/3579) (cont'd)

### Learning outcome 3

The learner will:

- 3 Be able to reflect on their preparation and performance in an interview situation

The learner can:

- 3.1 Review their performance in an interview situation identifying where there might be room for improvement
- 3.2 Describe how this appraisal can be used to inform the preparation stage next time they take part in the interview process

<b>Delivery and assessment</b>
The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to these qualifications.
<b>Types of evidence</b>
Evidence could include:  <b>Reflective account/diary, workbook, preparation notes - 1.1, 1.2, 1.3</b>  <b>Observation, simulated activity, evidence from others, eg witness testimonies from manager or supervisor - 2.1</b>  <b>Reflective account/diary, notes, diary - 3.1, 3.2</b>

# Section 3

## Assessment and quality assurance

## Assessment and quality assurance

### How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 1 Award and Certificate in Personal and Social Development are internally assessed and externally quality assured.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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### Internal assessment

NCFE has created some sample tasks for the internally assessed units. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 14).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
  - permit and encourage authentic activities where the learner's own work can be clearly judged
  - refer to the NCFE website.
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## **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

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## **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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## **Presenting evidence**

### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

## Test High School

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Assessors, parents and friends

### Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

### Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

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## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

# Section 4

## Glossary of terms

## Glossary of terms

This glossary explains how the terms used in the unit content are applied to these qualifications.

<b>Accurately</b>	Learner carries out all stages of a process correctly and without errors ( <i>see mostly accurately</i> ).
<b>Advanced ways</b>	Solutions may be more complex or more considered. For example – my table was unsteady so I shaved a little bit off some of the legs ( <i>see basic ways and considered ways</i> ).
<b>Appropriate</b>	Ideas or choices must be realistic and viable to the vocational area and the learner’s resources. They must be selected by the learners, as opposed to in Level 1 where learners are directed.
<b>Application</b>	Using skills or knowledge to complete a specific task. Using technical language.
<b>Balanced conclusions</b>	All arguments are considered in making a conclusion ( <i>see reasoned conclusions</i> ).
<b>Basic ways</b>	Straightforward, mostly obvious ideas or solutions. For example – my table was unsteady so I put a rubber foot on one leg ( <i>see advanced ways and considered ways</i> ).
<b>Complex task/brief</b>	A task/brief made up of several interrelated elements.
<b>Complex technical problems</b>	A problem specific to the vocational area that has several interrelated elements ( <i>see technical problems</i> ).
<b>Considered experimentation</b>	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from ( <i>see limited experimentation and simple experimentation</i> ).
<b>Considered ways</b>	Ideas or solutions show some degree of thought ( <i>see advanced ways and basic ways</i> ).
<b>Correctly applies</b>	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context ( <i>see use</i> ).
<b>Directed tasks</b>	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
<b>Effective solutions</b>	Solutions are appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting some paper under the leg but you could efficiently solve it by shaving some off the other legs ( <i>see possible solutions</i> ).
<b>Efficiently solves</b>	Solves in a manner appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting a rubber foot on one leg but you could efficiently solve it by shaving some off the other legs.

### Glossary of terms (cont'd)

<b>Everyday language</b>	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology ( <i>see specialist terms/language and technical terms/language</i> ).
<b>Format of source</b>	The style of information - eg a questionnaire, a report, an observation, interview ( <i>see type of source</i> ).
<b>General understanding</b>	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation ( <i>see technical understanding</i> ).
<b>Limited experimentation</b>	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from ( <i>see considered experimentation and simple experimentation</i> ).
<b>Mostly accurately</b>	Learner is able to carry out most stages of a process without errors to achieve an outcome ( <i>see accurately and some degree of accuracy</i> ).
<b>Possible solutions</b>	The solution may not involve technical skills or understanding and may not be a long-term or effective solution ( <i>see effective solutions</i> ).
<b>Range</b>	Frequent use of most common words/techniques/materials ( <i>see some and wide range</i> ).
<b>Reasoned conclusions</b>	Explanations are provided as to why a conclusion was made ( <i>see balanced conclusions</i> ).
<b>Simple experimentation</b>	Straightforward, most obvious experimentation is carried out ( <i>see limited experimentation and considered experimentation</i> ).
<b>Some</b>	Occasional use of most common words/techniques/materials ( <i>see range and wide range</i> ).
<b>Some degree of accuracy</b>	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors ( <i>see accurately and mostly accurately</i> ).
<b>Sophisticated examples</b>	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made ( <i>see straightforward examples</i> ).
<b>Specialist skill</b>	Advanced technical skills in context ( <i>see technical skills</i> ).
<b>Specialist terms/language</b>	Advanced technical terms in context ( <i>see everyday language and technical terms/language</i> ).
<b>Straightforward examples</b>	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made ( <i>see sophisticated examples</i> ).
<b>Technical problems</b>	A problem specific to the vocational area. This could include equipment, processes etc. For example catering – cake not rising; photography – image overexposed ( <i>see complex technical problems</i> ).
<b>Technical skills</b>	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes ( <i>see specialist skills</i> ).
<b>Technical terms/language</b>	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. Photography – ISO, aperture, lens types. Catering – texture, presentation, flavour components (salt, sweet, umami, spice etc.), knife types and uses, nutritional value. Sports – joint care, nutrition, treatment of sports injuries. Ceramics – kiln temperature settings, glaze mixing, properties of specific clays ( <i>see everyday language and specialist terms/language</i> ).
<b>Technical understanding</b>	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding ( <i>see general understanding</i> ).



### Glossary of terms (cont'd)

<b>Type of source</b>	The place that the information comes from - eg the internet, a museum visit, staff, visitors ( <i>see format of source</i> ).
<b>Use</b>	Applying general or basic skills or knowledge to a task ( <i>see correctly applies</i> ).
<b>Wide range</b>	Uses all relevant words/techniques/materials that could be expected at the level ( <i>see range</i> ).

# Section 5

## General information

## General information

### Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

### Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

## Contact us

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