

NCFE

CACHE

Qualification specification

NCFE CACHE Level 1 Certificate in Well-Being
QN: 601/4182/7

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v5.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .
v5.2	June 2022	Information regarding registration and entry requirements added to section 1. Information regarding the language of assessment evidence added to section 2. Information about the support handbook added to section 5.

Section 1: General introduction

About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Certificate in Well-Being.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria/scope of learning** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit. Grades are not awarded.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
 - We use GL to refer to the estimated guided learning hours at unit level.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

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

Credit transfer

Where a learner has already achieved a unit with credit, we 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.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Entry guidance

Centres are responsible for ensuring that this qualification is 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 this qualification.

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

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

Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

The Centre Secure website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or email customersupport@ncfe.org.uk.

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 1 Certificate in Well-Being
Qualification number	601/4182/7
Aims and objectives	<p>This qualification is designed for learners with an interest in developing knowledge of their own and others' well-being. This qualification provides learners with a range of flexible units to suit their individual circumstances and interests.</p> <p>This qualification aims to:</p> <ul style="list-style-type: none"> • develop the learner's understanding of a variety of well-being topics and the impact they can have • develop the learner's knowledge of a variety of topics relating to personal well-being. <p>The objectives of this qualification are to help learners to:</p> <ul style="list-style-type: none"> • understand the impact lifestyle choices can have • make informed, healthy choices.
Total Qualification Time (hours)	130
Guided Learning (hours)	103
Credit value	13
Grading system	Achieved/Not Yet Achieved
Minimum age of learner	14
Real work environment (RWE) requirement/ recommendation	No real work environment placement is required.
Rule of combination	To be awarded the Level 1 Certificate in Well-Being, learners must achieve a minimum of 13 credits. There are no mandatory units for this qualification.

Entry requirements/ recommendations	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level qualification.</p> <p>This qualification is suitable for learners aged 14 and above.</p>
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 2 Certificate in Understanding Nutrition and Health • Level 2 Certificate in Awareness of Mental Health Problems • Level 2 Certificate in Understanding Working with People with Mental Health Needs. <p>It may also be useful to learners studying qualifications in the following sector:</p> <ul style="list-style-type: none"> • Health, Public Services and Care.
Assessment methods	Portfolio of evidence.
Additional assessment requirements	<p>This qualification is internally assessed and externally quality assured.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:


- Department of Health & Social Care: www.gov.uk/government/organisations/department-of-health-and-social-care
- NHS – Stress: www.nhs.uk/mental-health/feelings-symptoms-behaviours/feelings-and-symptoms/stress
- NHS – Live Well: www.nhs.uk/LiveWell
- Change4Life: www.nhs.uk/change4life
- Mind: www.mind.org.uk
- Stress Management Society: www.stress.org.uk
- Rethink Mental Illness: www.rethink.org
- Mental Health Foundation: www.mentalhealth.org.uk
- FRANK: www.talktofrank.com
- DrugWise: www.drugwise.org.uk
- Freedom Personal Safety: www.freedompersonalsafety.co.uk
- British Nutrition Foundation: www.nutrition.org.uk
- Food Standards Agency: www.food.gov.uk
- Drinkaware: www.drinkaware.co.uk
- Age UK: www.ageuk.org.uk
- Diabetes UK: www.diabetes.org.uk
- National Centre for Eating Disorders: www.eating-disorders.org.uk
- Brook Advisory Centre: www.brook.org.uk.

Section 3: Units

Optional units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
★	Unit 01	T/504/0613	Introduction to stress and stress management	Knowledge	1	3	24
★	Unit 02	K/600/6596	Develop an awareness of mental health	Knowledge	1	3	24
★	Unit 03	R/601/9844	Develop an awareness of relationships and sexual health	Knowledge	1	1	9
★	Unit 04	Y/601/2359	Develop an awareness of substance misuse	Knowledge	1	2	13
★	Unit 05	F/501/3608	Personal safety awareness	Knowledge	1	2	18
★	Unit 06	Y/502/9720	Introductory awareness of the importance of healthy eating and drinking for adults	Knowledge	1	3	24
★	Unit 07	A/506/1205	Introduction to alcohol awareness for the individual	Knowledge	1	3	27
★	Unit 08	J/504/7436	Dementia awareness	Knowledge	1	3	30

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
★ Unit 09	H/503/0997	Understanding eating disorders	Knowledge	1	1	9
★ Unit 10	T/506/0022	Diabetes awareness in health and care	Knowledge	1	1	9
Unit 11	K/506/7565	Weight management and body image	Knowledge/ Skills	1	3	30

The star icon  indicates that a unit is knowledge based.

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

Unit layout

For each unit the following information has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Delivery and assessment	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to National Skills Standards.
Types of evidence	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.

**Explanation of terms used at Level 1:
(not all verbs are used in this qualification)**

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

Unit 01: Introduction to stress and stress management

Unit reference	T/504/0613	Unit level	1
Unit group	Optional		
Credit value	3		
Guided learning hours	24		
Unit summary	<p>This unit provides learners with an opportunity to understand what stress is, its causes and how it can affect people in various ways. It will enable them to develop an understanding of the different types of stress and how to recognise when they are experiencing stress that could have potentially harmful effects. They will explore a range of healthy strategies that can be used to prevent and reduce the effects of stress they encounter in their daily lives. Learners will also gain an understanding of when and how they should seek specialist help if they are experiencing significant levels of stress.</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand what is meant by stress.	1.1. Outline what is meant by stress.
	1.2. Outline the purpose of stress on the body.
	1.3. Define the different types of stress.
2. Know the effects of stress.	2.1. Identify the short-term and long-term effects of stress on a person.
	2.2. State why stress can be useful.
	2.3. State why stress can be harmful.
	2.4. Identify how prolonged stress can damage health and well-being.
3. Understand possible causes of stress.	3.1. Outline a range of possible causes of stress.
	3.2. Identify how causes of stress can vary between different people.
	3.3. Give examples of situations that trigger own stress.

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how to recognise stress.	4.1. List the symptoms of stress.
	4.2. Outline how people can respond to a stressful situation.
	4.3. Give examples of how stress changes behaviour.
5. Know ways to prevent and reduce the effects of stress.	5.1. Identify a range of healthy strategies for preventing and reducing the effects of stress.
	5.2. State the benefits of using healthy strategies.
	5.3. Describe how using one healthy strategy has helped to prevent or reduce the effects of own stress.
	5.4. Give examples of harmful strategies people may use to cope with stress.
	5.5. Identify situations when people may need additional or professional support.
	5.6. Identify support available to people experiencing stress.

Delivery and assessment

Assessment guidance

Types of evidence: information leaflet/oral or written questions/worksheet

Assessment criteria: 1.1–1.3

Additional information: these closely related assessment criteria covering the basic understanding of stress and its effects can be readily incorporated into a single piece of evidence. Learners should show that they understand that the word 'stress' is usually used to describe the feelings that people experience when the demands made on them are greater than their ability to cope. Stress, whether positive or negative, is a normal part of everyone's life and not all stress is bad. Negative stress however, diminishes quality of life.

Some useful websites are:

- www.nhs.uk/mental-health
- www.stress.org.uk
- www.rethink.org/anxiety
- www.mentalhealth.org.uk

Types of evidence: worksheet/oral or written questions

Assessment criteria: 2.1, 2.4

Additional information: there should be clear distinction between the short- and long-term effects of stress in learner responses.

Type of evidence: scenarios followed by oral or written questions

Assessment criteria: 2.2, 2.3, 3.1–3.3

Additional information: short scenarios illustrating various potentially stressful situations in a range of settings could be used to demonstrate that responses in the individual and to situations can be different. Not everyone reacts in the same ways in similar circumstances. Learners can then identify their own stressors and understand their personal 'triggers'. Learners could also be encouraged to keep a personal stress diary and make notes of stressful episodes for 2 to 4 weeks, then review it to spot their triggers.

Types of evidence: learner report/oral or written questions/worksheet

Assessment criteria: 4.1–4.3

Additional information: referring back to the scenarios created for learning outcomes 2 and 3 above, learners could be asked to review these to address the symptoms, responses and changes to behaviour that are caused by stress.

Type of evidence: learner report following group discussions

Assessment criteria: 5.1, 5.2

Additional information: a wide range of strategies could be identified including physical and mental techniques. Learners should outline the benefits of each strategy.

Type of evidence: learner report following group discussions

Assessment criteria: 5.3 (links to 3.3)

Additional information: learners could refer to the personal stressors identified at 3.3 and elaborate on how these were, or could have been, addressed using healthy strategies. Where evidence from group discussion is provided, it should be supported by Assessor or peer witness testimonies that describe the contribution made by each learner.

Type of evidence: learner report/oral or written questions

Assessment criteria: 5.4

Additional information: learners can respond to short scenarios, illustrating different harmful strategies individuals may use to cope with stress.

Type of evidence: learner report following group discussions

Assessment criteria: 5.5, 5.6

Additional information: these assessment criteria are closely related to 5.1 and 5.2. Learners could conduct research and prepare notes or a learner report on when an individual may need additional support and the mechanisms, techniques and treatments that are available.

Types of evidence

Evidence could include:

- information leaflet/oral or written questions/worksheet
- worksheet/oral or written questions
- scenarios followed by oral or written questions
- learner report/oral or written questions/worksheet
- learner report following group discussions
- learner report/oral or written questions.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 02: Develop an awareness of mental health

Unit reference	K/600/6596	Unit level	1
Unit group	Optional		
Credit value	3		
Guided learning hours	24		
Unit summary	Learners will explore what is meant by the term 'mental health' and consider the definition and causes of mental health difficulties. Learners will also explore common perceptions of mental health difficulties and how stereotyping can affect people's perceptions. They will develop their knowledge of the rights of those who experience mental health difficulties and learn where appropriate support can be found. Learners will also develop their awareness of cultural diversity within mental health issues.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be aware of what is meant by mental health.	1.1. Define the terms 'mental health' and 'mental ill-health'.
	1.2. Identify possible causes of mental health problems.
	1.3. Identify examples of mental health problems.
	1.4. List common sources of information on mental health issues.
2. Be aware of some of the social and personal effects of mental ill-health.	2.1. State the percentage of people in the UK that might experience mental health problems.
	2.2. Identify the effects that experiencing a mental health problem might have on an individual.
	2.3. Outline how mental health is reported in the media.
	2.4. Identify the negative effects media reporting can have on an individual.
	2.5. Identify the negative effects media reporting can have on society.
	2.6. Outline how stereotyping can affect people with mental health problems.

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be aware of some of the responses to mental health issues.	3.1. Identify the rights of people experiencing mental ill-health.
	3.2. Identify possible responses that can be made to support an individual with mental health problems.
	3.3. Outline factors which can have an impact on whether a response will work.
	3.4. Identify where to refer people for further help or guidance about mental health issues.
	3.5. Identify ways to promote positive mental health.
4. Be aware of cultural diversity in relation to mental health issues.	4.1. Identify possible causes of mental distress in different cultural groups.
	4.2. Give examples of barriers that may exist for different cultural groups accessing services.
	4.3. Outline ways of overcoming barriers to accessing services.
	4.4. Outline factors that can help promote positive mental health amongst different cultural groups.

Delivery and assessment

Assessment guidance

Types of evidence: oral or written questions/worksheet

Assessment criteria: 1.1–1.4

Additional information: there is no single definition of the term 'mental health' and learners may therefore offer a range of examples. Some useful websites include:

- www.mentalhealth.org.uk
- www.who.int/news-room/facts-in-pictures/detail/mental-health
- www.mind.org.uk
- www.youngminds.org.uk/find-help/your-guide-to-support/
- www.gov.uk/government/organisations/department-of-health-and-social-care

Types of evidence: learner report following group discussions/independent research

Assessment criterion: 2.1

Additional information: there are lots of statistics about the number of people with different types of mental health issues and many are presented as numbers rather than percentages. Learners can explore and provide examples of general statistics relating to mental health in the UK.

Types of evidence: worksheet/information leaflet/poster based on group discussions

Assessment criteria: 2.2–2.6

Additional information: learners could find examples of negative and adverse reporting by various media on mental health issues and these could be compared in group discussions. Alternatively, Assessors could present learners with examples for consideration. When the outcomes of group discussions are presented as evidence, this should be supported by witness testimonies that describe the task or activity undertaken by the group and contribution of each learner.

Types of evidence: learner report or completed table following group discussions/independent research

Assessment criterion: 3.1

Additional information: learners could conduct research and prepare notes or a learner report.

Type of evidence: table

Assessment criteria: 3.2, 3.3

Additional information: in the table, learners could outline the possible response to support an individual with mental health difficulties - then in the next column, provide evidence of how this response will work.

Types of evidence: information leaflet or poster following independent or group guided research

Assessment criterion: 3.4

Additional information: learners could design a simple leaflet or poster about support services.

Type of evidence: individual notes from a group discussion

Assessment criterion: 3.5

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report. Some useful websites include:

- 5 steps to mental well-being (NHS): www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing
- www.mind.org.uk

Type of evidence: table

Assessment criteria: 4.1, 4.4

Additional information: at least 2 examples should be provided. These could reflect answers given at 4.2 and 4.3.

Types of evidence: table or short learner report

Assessment criteria: 4.2, 4.3

Additional information: learners could provide a minimum of 2 barriers and some simple suggestions for ways of overcoming them.

Types of evidence

Evidence could include:

- oral or written questions/worksheet
- learner report following group discussions/independent research
- worksheet/information leaflet/poster based on group discussions
- learner report or completed table following group discussions/independent research
- table
- information leaflet or poster following independent or group guided research
- individual notes from a group discussion
- table or short learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • Mathematics • ICT.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 03: Develop an awareness of relationships and sexual health

Unit reference	R/601/9844	Unit level	1
Unit group	Optional		
Credit value	1		
Guided learning hours	9		
Unit summary	In this unit, learners will understand what is meant by 'relationships' and 'sexual health' and consider a variety of information about sexual health and relationship issues. Learners will develop their knowledge of the biological process of menstruation, know the names of relevant sexual and reproductive organs and build an awareness of contraception and sexually transmitted infections (including HIV).		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know what is meant by sexual health and relationships.	1.1. Outline what is meant by 'friendships', 'relationships' and 'intimacy'.
	1.2. State why most people want close relationships.
	1.3. Identify different types of sexual health and relationship concerns.
	1.4. Outline risky sexual behaviours.
	1.5. Give reasons why a person may want to delay having a sexual relationship.
	1.6. Define what 'confidential' means in reference to sexual health and relationships.
2. Know basic facts about the human reproductive system.	2.1. Give names of male and female external sexual organs.
	2.2. Outline what happens during the menstrual cycle.
3. Know about contraception.	3.1. State methods of contraception suitable for a young person.
	3.2. Give examples of where contraception may be obtained without cost.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.3. State the age a person has to be to obtain contraceptive and sexual health services without parental consent. 3.4. Identify where 'emergency contraception' might be obtained. 3.5. Outline important things to remember when using a condom. 3.6. Give examples of where to look for information or go for help about contraception.
4. Know about HIV and other sexually transmitted infections.	4.1. Define what HIV and AIDS are. 4.2. Outline how HIV is transmitted. 4.3. Identify the possible consequences of not having chlamydia treated. 4.4. State names of sexually transmitted infections. 4.5. Give examples of where to obtain information, advice, and treatment for sexually transmitted infections.
5. Know about potential responses to relationships and sexual health.	5.1. Outline ways that society can respond to sexual health and relationship issues. 5.2. State some of the current legislation about sex and relationships. 5.3. Give examples of ways in which sex and sexuality are reported in the media.

Delivery and assessment

Assessment guidance

Type of evidence: worksheets based on the outcome of pair and/or group discussions

Assessment criteria: 1.1–1.5

Additional information: learners may use colloquial and slang terms in their answers at 1.1 which are acceptable as evidence.

At least 2 examples should be provided at each of the criteria 1.2–1.5

Group discussions used as evidence should be supported by peer or Assessor witness testimonies detailing the key learning points raised and contribution of each learner.

Learner-produced information leaflets could also be used to evidence these criteria.

Type of evidence: oral or written questioning

Assessment criterion: 1.6

Additional information: learners should be able to define what 'confidential' means in reference to sexual health and relationships (eg in relation to advice and treatment about contraception and sexually transmitted infections).

Type of evidence: worksheet

Assessment criterion: 2.1

Additional information: simple anatomical line drawings are readily available and learners could be asked to identify the specific body parts indicated.

Type of evidence: learner report following group discussion

Assessment criterion: 2.2

Additional information: at least 2 stages or events during menstruation should be identified in the evidence.

Type of evidence: learner report based on personal or directed research

Assessment criteria: 3.1–3.4, 3.6

Additional information: learners could be directed to age-appropriate websites or supplied with a range of information leaflets to study and discuss in small groups. Learners could consider a variety of methods including locally accessible venues identified as a result of the research.

3.2, 3.4 – locally accessible venues should be identified as result of the research.

Type of evidence: worksheet or leaflet

Assessment criterion: 3.5

Additional information: the learner should outline at least 2 things it's important to remember when using a condom.

Types of evidence: oral or written questioning/worksheet

Assessment criteria: 4.1, 4.2

Additional information: there should ideally be evidence that the learner understands the meaning of a 'syndrome' – ie a collection of illnesses or conditions. 2 methods of transmission should be provided at 4.2.

Type of evidence: learner report based on guided research

Assessment criteria: 4.3–4.5

Additional information: learners could conduct research and prepare notes or a learner report. Both up-to-date and age-appropriate information is available from many sources including:

- www.brook.org.uk
- www.nhs.uk/live-well/sexual-health
- www.fpa.org.uk/professionals/resources

Local and age-appropriate (depending on the learner cohort) sources of advice and information should ideally be used. Centres should be aware that access criteria to sexual health services vary across the UK and careful checking of local protocols is advised.

Type of evidence: learner report or table

Assessment criterion: 5.1

Additional information: there is a wide range of societal responses to sexual health and relationship issues. Consequently there are many potential examples, all of which are legitimate responses.

Type of evidence: oral or written questions, quiz or worksheet

Assessment criterion: 5.2

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criterion. Questions and answers should be clearly recorded. At least 2 examples should be provided.

Type of evidence: worksheet

Assessment criterion: 5.3

Additional information: this task may need breaking down into its component parts to enable learners to answer more fully. The learner could outline the type of people involved, the situation, and if they think the activity was shown as being fun, harmful, causing problems etc. The examples can be from any type of media eg newspapers, television, films, internet, magazines etc.

Types of evidence

Evidence could include:

- worksheets based on the outcome of pair and/or group discussions
- oral or written questioning
- worksheet
- learner report following group discussion
- learner report based on personal or directed research
- worksheet or leaflet
- oral or written questioning/worksheet
- learner report based on guided research
- learner report or table
- oral or written questions, quiz or worksheet.

Additional information

Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 04: Develop an awareness of substance misuse

Unit reference	Y/601/2359	Unit level	1
Unit group	Optional		
Credit value	2		
Guided learning hours	13		
Unit summary	The aim of the unit is to raise awareness of the personal and social consequences of substance misuse.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know what substances are commonly misused and why.	1.1. State reasons why people use substances.
	1.2. Identify types of substance which are misused and give an example of each.
	1.3. Identify factors from a person's background that might lead them to use substances.
2. Recognise possible signs of substance misuse.	2.1. Identify possible signs or symptoms that may indicate substance misuse.
	2.2. Identify an example of when a possible sign or symptom may be misleading.
3. Be aware of the social and personal effects of substance misuse.	3.1. Identify harmful effects of substance misuse on individuals.
	3.2. Identify harmful effects of substance misuse on society.
	3.3. Give examples of where to get support and advice on substance use.
4. Be aware of perceptions of and responses to substance misuse.	4.1. Identify how stereotyping affects users.
	4.2. Outline how media reporting affects people's perceptions of substance use.
	4.3. State sources that can be used to find the extent of substance misuse in society.

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.4. Outline ways that substance use in society can be responded to.

Delivery and assessment

Assessment guidance

Some of the assessment criteria in this unit are similar to those in Unit 07 'Introduction to alcohol awareness for the individual' and there are opportunities to cross-reference evidence between both units. The guidance for this is included under the relevant assessment criteria below, but Assessors should note that each unit must have sufficient and robust evidence in its own right.

Types of evidence: poster/leaflet

Assessment criterion: 1.1

Additional information: assessment criterion 1.1 may be cross-referenced with 2.1 in Unit 07 'Introduction to alcohol awareness for the individual'. Learners must provide sufficient examples mentioning the reasons why people use/misuse alcohol and other substances. Many of these reasons are, of course, the same.

Types of evidence: poster/leaflet

Assessment criterion: 1.2

Additional information: learners can research substances using information leaflets, websites or booklets to discover examples of each of these types of substance. It is helpful to note whether the substance is legal or illegal in each example given.

Type of evidence: worksheet

Assessment criterion: 1.3

Additional information: people have a range of different life experiences and lead different lifestyles. Learners could be enabled to identify the factors that might lead a person to use substances (including alcohol) and complete a table giving examples of a life-event or background, very briefly explaining why this might lead to substance use/misuse. This assessment criterion may be cross-referenced with 2.1 in Unit 07 'Introduction to alcohol awareness for the individual'. Learners will need to provide examples pertaining to alcohol and other substances in their answers.

Type of evidence: table

Assessment criteria: 2.1, 2.2

Additional information: the table can be completed to show potential signs or indicators of substance use and what other issues these might highlight.

Type of evidence: oral or written questioning resulting in short descriptions

Assessment criteria: 3.1–3.3

Additional information: a minimum of 2 examples should be provided at 3.1 and 3.2. There should be a clear distinction between the individual effects and those upon society in general.

3.3 The examples of where to access help and guidance should be age appropriate (depending on the learner cohort) and locally accessible. National helplines and sources of information should also be included.

Group discussions may also be used and these should be supported by Assessor witness testimonies to establish the contribution of each learner.

Assessment criteria 3.1 and 3.2 may be cross-referenced with 4.1 in Unit 07 'Introduction to alcohol awareness for the individual'. Learners must provide sufficient examples, mentioning the effects on the individual using the substance, their family, friends and society in general in order to meet all the criteria for both units.

Assessment criteria 3.3 can be cross-referenced with 7.1 in Unit 07 'Introduction to alcohol awareness for the individual'. Many of the agencies and services will be the same for all substances, including alcohol.

Type of evidence: worksheet/oral or written questions

Assessment criterion: 4.1

Additional information: learners can respond to different stereotypes and how the use of these affects substance users.

Type of evidence: a completed table or short descriptions

Assessment criteria: 4.2

Additional information: Assessors will probably need to break down this task into its component parts for learners to ensure sufficient evidence that will address the criteria fully. The type of media should be stated, an outline of the story involved and the kind of perception this is likely to have given rise to all should be included in the answer. The description or table could include the following information:

- what is your example and where is it from?
- what types of people are involved?
- describe the situation
- how is it shown? (fun, bad, exciting, glamorous, negative etc).

Type of evidence: oral or written questioning following independent or guided research

Assessment criterion: 4.3

Additional information: the examples should ideally be different in their emphasis. Respected sources from the substance misuse field where many different reports are available. Learners may also review magazines, newspapers and other sources, although caution should be applied to the reliability of information obtained from these sources.

Types of evidence: oral or written questioning/short descriptions/presentations

Assessment criterion 4.4

Additional information: examples given should state clearly which approaches are referred to in the evidence eg 'my example of how society can respond is...'

- this is an example related to:
 - education
 - treatment
 - control
 - policy*(tick all approaches that apply)*
- this may work well because:
- this may not work well because:

Types of evidence

Evidence could include:

- poster/leaflet
- worksheet
- table
- oral or written questioning resulting in short descriptions
- worksheet/oral or written questions
- a completed table or short descriptions
- oral or written questioning following independent or guided research
- oral or written questioning/short descriptions/presentations.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 05: Personal safety awareness

Unit reference	F/501/3608	Unit level	1
Unit group	Optional		
Credit value	2		
Guided learning hours	18		
Unit summary	This unit introduces learners to the concept of personal safety. It raises awareness of situations that can increase risks to personal safety and ways to reduce this risk. It also covers ways to recognise potential conflict situations and how to report any incidents that may occur.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to describe issues relating to the fear of crime.	1.1. State reasons why individuals fear crime.
	1.2. Outline major facts provided by crime statistics which may contribute to the fear of crime.
	1.3. Identify government and community actions which may reduce the fear of crime.
2. Be able to recognise potential risks to personal safety and possessions.	2.1. Identify situations and actions that may put personal safety and possessions at risk.
	2.2. Identify risks to personal safety and possessions in a range of circumstances.
3. Know how to minimise risks to personal safety and possessions.	3.1. Describe actions that can be taken to minimise risks to personal safety.
	3.2. Describe actions that can be taken to minimise risks to personal possessions.
4. Be able to describe how to respond in conflict situations.	4.1. Describe appropriate responses to conflict situations.
	4.2. Outline techniques used to defuse conflict.
5. Know how to report and record incidents.	5.1. Describe procedures used to record and report incidents.

Learning outcomes The learner will:	Assessment criteria The learner can:
	5.2. Indicate how learning from experiences can improve personal safety.

Delivery and assessment

Assessment guidance

Types of evidence: learner report following independent or guided research.

Assessment criteria: 1.1–1.3

Additional information: learners could conduct research and prepare notes or a learner report. Useful resources include:

- www.gov.uk/government/organisations/home-office
- www.nationalcrimeagency.gov.uk

Types of evidence: learner report or table format

Assessment criteria: 2.1, 2.2, 3.1, 3.2

Additional information: a wide range of situations, actions and circumstances may be identified. The following table format can be used (a sample response is provided):

Situation	Action	Risk	Risk to what?
Walking home on my own in the dark	Taking a short cut instead of keeping to well-lit streets where there are people around	Possibility of being assaulted or robbed	My personal safety and my property

Types of evidence: worksheet/scenarios

Assessment criteria: 4.1, 4.2

Additional information: learners should be presented with basic information regarding the definition of a conflict situation and techniques that can be used to defuse conflict. Worksheets could include questions based on scenarios that explore:

- the indicators of aggressive behaviour
- aggressive signals and behaviour
- effective methods of defusing a potential confrontational situation
- verbal and non-verbal signals
- communication skills.

Types of evidence: oral or written questioning/worksheet

Assessment criterion: 5.1

Additional information: learners should review a variety of recording and reporting mechanisms.

Types of evidence: oral or written questioning/worksheet

Assessment criterion: 5.2

Additional information: questions could aim to enable evidence that covers reflective thinking and learning, as well as planning for safety in the future based on the experience.

Types of evidence

Evidence could include:

- learner report following independent or guided research
- learner report or table format
- worksheet/scenarios
- oral or written questioning/worksheet.

Additional information

Relationship to occupational standards/NOS mapping

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

The mapping is only at the level of the unit.

- English
- Mathematics
- ICT.

Additional unit assessment requirements

This unit is internally assessed and externally quality assured.

Unit 06: Introductory awareness of the importance of healthy eating and drinking for adults

Unit reference	Y/502/9720	Unit level	1
Unit group	Optional		
Credit value	3		
Guided learning hours	24		
Unit summary	The aim of this unit is to develop the learner's awareness and understanding of the importance of healthy eating and drinking for adults.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of healthy eating.	1.1. Outline what is meant by a balanced diet.
	1.2. Give examples of the effects on health if a diet is not balanced.
	1.3. Give examples of ways that food can contribute to helping an individual to stay healthy.
	1.4. Outline ways to inform individuals to eat a balanced diet.
2. Understand the importance of drinking enough to stay healthy.	2.1. State the recommended daily fluid intake to stay healthy.
	2.2. Outline how drinking enough can help you to stay healthy.
	2.3. Identify the effects on health of not drinking enough.
	2.4. Give examples of signs of not drinking enough.
	2.5. Outline ways to encourage individuals to drink enough to stay healthy.

Delivery and assessment

Assessment guidance

Types of evidence: poster or leaflet

Assessment criteria: 1.1–1.4

Additional information: learners could investigate sources such as the Eatwell Guide found on the NHS website www.nhs.uk, British Heart Foundation www.bhf.org.uk or other approved UK sources. Using Tutor-set headings based on the assessment criteria they could present the information in a visual format (such as a poster or leaflet) with commentary to encourage healthy eating and reasons why it's important.

Types of evidence: Tutor-devised case studies with oral or verbal questioning

Assessment criteria: 2.1–2.5

Additional information: Tutors could devise fictional case studies to illustrate scenarios based on individuals with different amounts of fluid intake. Learners could answer preset questions relating to the assessment criteria to identify the importance of drinking enough fluids. Questions and answers must be recorded.

Types of evidence

Evidence could include:

- poster or leaflet
- Tutor-devised case studies with oral or verbal questioning.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 07: Introduction to alcohol awareness for the individual

Unit reference	A/506/1205	Unit level	1
Unit group	Optional		
Credit value	3		
Guided learning hours	27		
Unit summary	This unit helps develop the learner's understanding of the harmful effects of alcohol and possible issues, including where to seek help if needed.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about differences in unit strengths.	1.1. State the unit strength of at least 4 alcoholic drinks.
2. Know the possible causes of alcohol misuse.	2.1. Identify reasons why people may misuse alcohol.
3. Recognise some of the physical and psychological effects of alcohol misuse.	3.1. List some psychological and physical effects of alcohol misuse.
4. Be aware of the effects that alcohol misuse can have on others.	4.1. State at least one effect that alcohol misuse can have on each of the following: family, friends, society.
5. Be aware of the health issues associated with alcohol misuse.	5.1. List ways in which alcohol misuse can impact on health, for example, nutrition, liver, heart, mental health, sexual health.
6. Recognise the effects of withdrawing from alcohol.	6.1. List the effects of withdrawing from alcohol.
7. Know some of the agencies offering help and information about alcohol misuse.	7.1. Identify sources of help and information in relation to alcohol abuse.

Delivery and assessment

Assessment guidance

There are a few instances where the assessment criteria for this unit are similar to those in Unit 04 'Develop an awareness of substance misuse' and there are opportunities to cross-reference evidence between the two. The guidance for this is included under the relevant assessment criteria below. Assessors should note that each unit must have sufficient and robust evidence in its own right.

Types of evidence: worksheet or table

Assessment criterion: 1.1

Additional information: at least 4 examples of different drinks should be provided as evidence. Assessors should ensure that learners provide the unit value of the alcoholic drinks chosen and not simply the ABV percentage.

Type of evidence: worksheet

Assessment criterion: 2.1

Additional information: people have a range of different life experiences and lead different lifestyles. Learners could identify the factors that might lead a person to use substances (including alcohol) and complete a table giving examples of the life event or background and very briefly explain why this might lead to substance use/misuse.

This assessment criterion may be cross-referenced with 1.3 in Unit 04 'Develop an awareness of substance misuse'. Learners will need to provide examples pertaining to alcohol and other substances in their answers.

Types of evidence: group discussion followed by completion of a worksheet

Assessment criterion: 3.1

Additional information: Assessors are reminded that the physical and psychological effects of alcohol can be perceived as positive as well as negative, at least initially. When group discussion evidence alone is used, it must be supported by Assessor witness testimonies detailing the contribution of each learner.

Type of evidence: oral or written questioning resulting in short descriptions

Assessment criterion: 4.1

Additional information: assessment criterion 4.1 may be cross-referenced with 3.1 and 3.2 in Unit 04 'Develop an awareness of substance misuse'. To meet all the criteria for both units, learners must provide sufficient examples of how an individual's substance use can affect family, friends and society in general.

Types of evidence: leaflet or poster

Assessment criterion: 5.1

Additional information: the health impact on many different parts of the body may be mentioned in the evidence, but as a minimum there should be examples for:

- heart
- liver
- nutrition
- sexual health
- mental health.

Types of evidence: oral or written questioning/list

Assessment criterion: 6.1

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criterion. Questions and answers should be clearly recorded.

Type of evidence: learner report

Assessment criterion: 7.1

Additional information: learners could be given specific guidance or assistance to research the available local and national sources of help. The examples of where to access help and guidance should be age appropriate (depending on the learner cohort) and locally accessible. National helplines and sources of information should also be included.

Group discussions may also be used and these should be supported by Assessor witness testimonies to establish the contribution of each learner.

Assessment criterion 7.1 can be cross-referenced with 3.3 in Unit 04 'Develop an awareness of substance misuse'. Many of the agencies and services will be the same for all substances, including alcohol.

Types of evidence

Evidence could include:

- worksheet or table
- table
- group discussion followed by completion of a worksheet
- oral or written questioning resulting in short descriptions
- leaflet or poster
- oral or written questioning/list
- learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • Mathematics • ICT.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 08: Dementia awareness

Unit reference	J/504/7436	Unit level	1
Unit group	Optional		
Credit value	3		
Guided learning hours	30		
Unit summary	In this unit learners will develop an understanding of the most common types of dementia and how they can affect an individual. They will also explore practical examples of ways in which a carer can take a person-centred approach to supporting an individual with dementia.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the most common types of dementia.	1.1. Identify the most common types of dementia.
2. Know the signs and symptoms of common types of dementia.	2.1. Describe the ways in which common types of dementia can affect an individual.
3. Know about good practice in caring for an individual with dementia.	3.1. Outline the importance of taking a person-centred approach to caring for a person with dementia.
	3.2. Give examples of ways in which a carer can support an individual with dementia.

Delivery and assessment

Assessment guidance

Type of evidence: oral or written questioning

Assessment criteria: 1.1, 2.1

Additional information: Tutors could select appropriate video clips about the causes of dementia, the individuals affected and their experiences, using approved sources such as Social Care TV (Social Care Institute for Excellence, SCIE, www.scie.org.uk). Tutors can then set questions - written or verbal - for learners to answer. Records of oral or written questioning must be submitted.

Type of evidence: Tutor-devised case studies

Assessment criteria: 2.1, 3.1, 3.2

Additional information: Tutors could set case studies based on appropriate video clips about affected individuals and their experiences of different types of dementia, using approved sources such as Social Care TV (Social Care Institute for Excellence, SCIE, www.scie.org.uk). Learners can identify examples of how each individual should be supported in a person-centred approach using a Tutor-set format with headings based on the assessment criteria.

Types of evidence

Evidence could include:

- oral or written questioning
- Tutor-devised case studies.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 09: Understanding eating disorders

Unit reference	H/503/0997	Unit level	1
Unit group	Optional		
Credit value	1		
Guided learning hours	9		
Unit summary	In this unit learners will gain an understanding of the various eating disorders. They will understand how to recognise the signs, symptoms and effects on health of different eating disorders. They will also explore the link between food and feelings, including how to access more information and support.		

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

Delivery and assessment

Assessment guidance

Type of evidence: display or presentation software slides

Assessment criteria: 1.1–1.3

Additional information: learners could investigate using approved sources and support groups such as the NHS website www.nhs.uk or Beat www.beateatingdisorders.org.uk. Tutors should set headings reflecting the assessment criteria. Learners can prepare the information in a suitable format, such as a display or slide show.

Type of evidence: Tutor-led group or individual discussion

Assessment criteria: 2.1, 2.2

Additional information: learners could participate in a group discussion about the links between food and emotion and the reasons why different eating habits may develop. The individual contribution of each learner must be recorded by video or Tutor observation.

Type of evidence: list of information and support groups

Assessment criterion: 3.1

Additional information: learners could investigate a range of support groups and information sources for people with eating disorders. They should produce a list identifying the type of support and information that each one provides. They may include supporting leaflets, internet printouts and newsletters from these different sources and annotate or highlight sections to demonstrate their relevance.

Types of evidence

Evidence could include:

- display or presentation software slides
- Tutor-led group or individual discussion
- list of information and support groups.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none">• English• ICT.
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p>

Unit 10: Diabetes awareness in health and care

Unit reference	T/506/0022	Unit level	1
Unit group	Optional		
Credit value	1		
Guided learning hours	9		
Unit summary	This unit will give learners an opportunity to explore the characteristics and main types of diabetes, outline how people with diabetes can monitor their condition, and understand some of the key preventative measures that can be taken by those at risk.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the main characteristics of diabetes.	1.1. State characteristics of diabetes.
	1.2. Give examples of signs and symptoms of diabetes when blood sugar is: <ul style="list-style-type: none"> • too high • too low.
	1.3. Identify the difference between type 1 and type 2 diabetes.
2. Understand how to monitor diabetes and prevent the condition developing.	2.1. Outline how diabetics can monitor their condition.
	2.2. Identify groups at risk of developing diabetes.
	2.3. Outline the ways in which these at risk groups can be helped to prevent the condition developing.

Delivery and assessment**Assessment guidance**

Type of evidence: oral or written questioning

Assessment criteria: 1.1–1.3

Additional information: learners could answer a set of Tutor-devised questions addressing the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence: individual notes, visual aids and resources

Assessment criteria: 2.1–2.3

Additional information: learners could produce a range of resources in different formats to provide information to the public about preventing and monitoring diabetes. These resources could include posters, newsletters, presentation notes and factsheets. Tutors should provide pre-set headings based on the assessment criteria.

Types of evidence

Evidence could include:

- oral or written questioning
- individual notes, visual aids and resources.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 11: Weight management and body image

Unit reference	K/506/7565	Unit level	1
Unit group	Optional		
Credit value	3		
Guided learning hours	30		
Unit summary	In this unit learners will research and analyse the health issues associated with poor weight management, understand the impact of body image on diet and establish the characteristics of effective weight management. They will then put this knowledge into practice by outlining and reviewing a weight management programme.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the risks associated with ineffective weight management.	1.1. State what is meant by the terms: <ul style="list-style-type: none"> • obese • emaciated • malnourished.
	1.2. Outline the health issues associated with obesity.
	1.3. Outline the health issues associated with emaciation.
	1.4. Outline the health issues associated with malnourishment.
2. Understand how body image may affect weight management.	2.1. State what is meant by 'body image'.
	2.2. Outline what can have an effect on an individual's body image.
	2.3. Give examples of how body image can affect weight management.
3. Know about effective methods of weight management.	3.1. List the characteristics of a healthy eating plan.
	3.2. Outline the role of a balanced diet in weight management.
	3.3. Outline the role exercise has on weight management.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.4. Outline how lifestyle choices impact on weight management.
	3.5. List common weight loss myths.
	3.6. Identify the features of an effective weight management programme.
4. Be able to outline a weight management programme for an individual.	4.1. Identify suitable goals for a weight management programme.
	4.2. Outline a weight management programme to meet these goals.
	4.3. Review the weight management programme.

Delivery and assessment

Assessment guidance

Type of evidence: oral or written questioning

Assessment criteria: 1.1–1.4

Additional information: learners could answer a set of Tutor-devised questions addressing the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence: Tutor-led group or individual discussion

Assessment criteria: 2.1–2.3, 3.5

Additional information: learners could participate in a group discussion about body image, its effects on weight management, and identify common weight-loss myths. The individual contribution of each learner must be recorded through video or Tutor observation.

Type of evidence: list

Assessment criterion: 3.1

Additional information: learners could produce a list of the characteristics of a healthy eating plan.

Types of evidence: individual notes or learner report

Assessment criteria: 3.1–3.4, 3.6

Additional information: learners could investigate effective methods to manage weight using approved and up-to-date sources such as UK websites or NHS resources. They could present their findings in the form of a report or individual notes. The findings could be used to help them in the task of planning a weight management programme (4.1–4.3).

Type of evidence: learner report

Assessment criteria: 4.1–4.3

Additional information: Tutors can devise a preset format for a weight management plan, for the learner to complete and review in relation to a selected individual or themselves.

Types of evidence

Evidence could include:

- oral or written questioning
- Tutor-led group or individual discussion
- list
- individual notes or learner report
- learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Section 4: Assessment and quality assurance information

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 anticipated 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 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 and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Internal Assessment

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.

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.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

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 **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

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 our secure website in the document **Good Practice in Internal Quality Assurance**.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

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).

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.

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 5: Documents

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle.

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle.

The forms and guidance documents can be found on the NCFE website.

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.

Resources

The resources and materials used in the delivery of this qualification 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.

Section 6: 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 NCFE's Equal Opportunities Policy is available on request.

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.

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Version 5.2 June 2022

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

Qualification title and reference number:

NCFE CACHE Level 1 Certificate in Well-Being QRN: 601/4182/7

Publication date

Version 2.0	September 2017
Version 3.0	October 2017
Version 4.0	May 2018
Version 5.0	August 2018
Version 5.1	February 2020
Version 5.2	June 2022

Publisher

Registered Office: NCFE, Q6
Quorum Park
Benton Lane
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NE12 8BT
Registered Company No: 02896700 (England and Wales)
Registered Charity No: 1034808