

# **ABC** Awards

## **SEG Awards ABC Entry Level 2, Entry Level 3 and Level 1 Awards and Certificates in Personal and Social Development**

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### **Qualification Guidance**

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#### **England**

**Entry 3 Award – [50077818]**

**Level 1 Award – [50077788]**

**Entry 2 Certificate – [50077764]**

**Entry 3 Certificate – [50077776]**

**Level 1 Certificate – [5007779X]**

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#### **Wales**

**Entry 2 Certificate – [C0008105]**

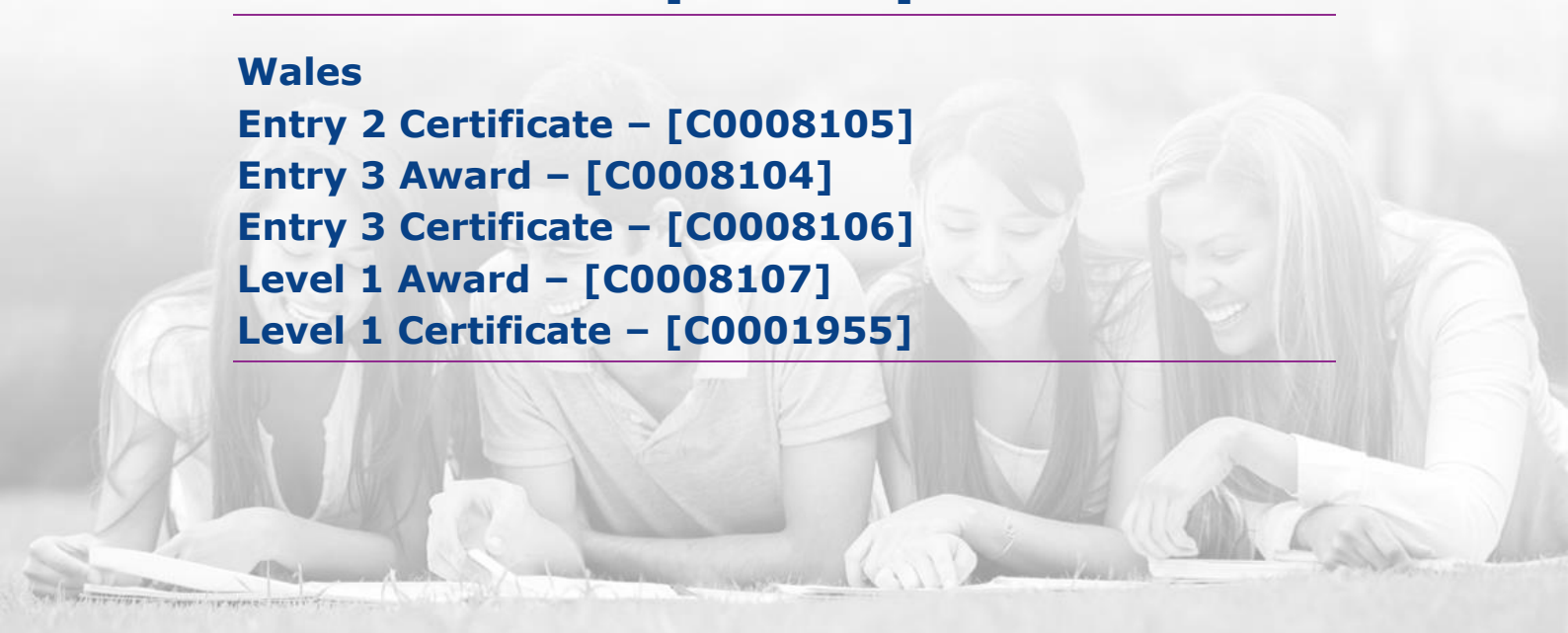
**Entry 3 Award – [C0008104]**

**Entry 3 Certificate – [C0008106]**

**Level 1 Award – [C0008107]**

**Level 1 Certificate – [C0001955]**

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## About Us

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At the Skills and Education SEG Awards (ABC)<sup>1</sup> we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

ABC has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password:

[https://secure.ABCawards.co.uk/ors/secure\\_login.asp](https://secure.ABCawards.co.uk/ors/secure_login.asp)

## Sources of Additional Information

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The ABC website [www.ABCawards.co.uk](http://www.ABCawards.co.uk) provides access to a wide variety of information.

## Copyright

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

## Specification Code, Date and Issue Number

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The specification code are A7520-E2, A7520-E3, A7520-01, C7520-E2, C7520-E3, and C7520-01. The date of this specification is January 2020. The Issue number is 8.4.

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<sup>1</sup> ABC Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to ABC Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

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This is a live document and as such will be updated when required.  
It is the responsibility of the approved centre to ensure the most  
up-to-date version of the Qualification Guide is in use. Any  
amendments will be published on our website and centres are  
encouraged to check this site regularly.

## Qualification Summary

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Qualification and Pathways	
Entry Level 2 Award in Personal and Social Development: (Operational End Date: 31/12/17) Entry Level 3 Award in Personal and Social Development: (Operational End Date: 28/02/19) Level 1 Award in Personal and Social Development Entry Level 2 Certificate in Personal and Social Development (Operational End Date: 31/07/19) Entry Level 3 Certificate in Personal and Social Development Level 1 Certificate in Personal and Social Development	
<b>Regulated</b>	The qualifications identified above are all regulated by Ofqual and also Qualifications Wales
<b>Assessment</b>	Internal assessment, internal and external moderation
<b>Grading</b>	Pass
<b>Operational Start Date</b>	01/11/2009
<b>Review Date</b>	31/12/2020
<b>Operational End Date</b>	Entry Level Award (Entry 2): 31/12/2017
	Entry Level Award (Entry 3): 28/02/2019
	Entry Level Certificate (Entry 2): 31/07/2019
	Entry Level Certificate (Entry 3): 28/02/2021
	Level 1 Award: 28/02/2021
	Level 1 Certificate: 28/02/2021
<b>Certification End Date</b>	Entry Level Award (Entry 2): 31/12/2018
	Entry Level Award (Entry 3): 28/02/2020
	Entry Level Certificate (Entry 2): 31/12/2019
	Entry Level Certificate (Entry 3): 28/02/2022
	Level 1 Award: 28/02/2022
	Level 1 Certificate: 28/02/2022
<b>ABC Sector</b>	Preparation for Life
<b>Ofqual SSA Sector</b>	14.1 Foundations for Learning and Life
<b>Stakeholder support</b>	N/A

<b>Contact</b>	See ABC website for the Centre Support Officer responsible for this qualification
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## Rules of Combination

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### Entry 2

#### **Entry Level Award in Personal and Social Development (E2)**

To achieve the Entry Level Award in Personal and Social Development (E2) learners must achieve a minimum of 4 credits from the units below. This must include a minimum of 3 credits from group A (Entry 2 Units).

#### **Entry Level Certificate in Personal and Social Development (E2)**

To achieve the Entry Level Certificate in Personal and Social Development (E2) learners must achieve a minimum of 13 credits from the units below. This must include a minimum of 7 credits from group A (Entry 2 Units).

**If learners achieve credits from units of the same title at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification**

### Entry 3

#### **Entry Level Award in Personal and Social Development (E3)**

To achieve the Entry Level Award in Personal and Social Development (E3) learners must achieve a minimum of 4 credits from the units below. This must include a minimum of 3 credits from group B (Entry 3 Units).

#### **Entry Level Certificate in Personal and Social Development (E3)**

To achieve the Entry Level Certificates in Personal and Social Development (E3) learners must achieve a minimum of 13 credits from the units below. This must include a minimum of 7 credits from group B (Entry 3 Units).

**If learners achieve credits from units of the same title at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification**

### Level 1

#### **Level 1 Award in Personal and Social Development (L1)**

To achieve the Level 1 Award in Personal and Social Development learners must achieve a minimum of 4 credits from the units below. This must include a minimum of 3 credits from group C (Level 1 Units).

#### **Level 1 Certificate in Personal and Social Development (L1)**

To achieve the Level 1 Certificate in Personal and Social Development learners must achieve a minimum of 13 credits from the units below. This must include a minimum of 7 credits from group C (Level 1 Units).

**If learners achieve credits from units of the same title at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification**

Unit	Unit Number	Level	Credit Value	GLH
<b>A - Entry Level 2 Units</b>				
Community action	[Y/502/0449]	E2	2	20
Developing self	[M/502/0442]	E2	2	20
Dealing with problems in daily life	[D/502/0436]	E2	2	20
Healthy living	[L/502/0450]	E2	2	20
Individual rights and responsibilities	[F/502/0445]	E2	1	10
Managing own money	[Y/502/0452]	E2	2	20
Managing social relationships	[A/502/0444]	E2	1	10
Preparation for work	[R/502/0451]	E2	2	20
<b>B - Entry Level 3 Units</b>				
Community action	[F/502/0459]	E3	2	20
Developing self	[M/502/0456]	E3	2	20
Dealing with problems in daily life	[H/502/0454]	E3	2	20
Environmental awareness	[R/502/0658]	E3	2	20
Healthy living	[T/502/0460]	E3	2	20
Individual rights and responsibilities	[A/502/0458]	E3	1	10
Managing own money	[F/502/0462]	E3	2	20
Managing social relationships	[T/502/0457]	E3	2	20
Preparation for work	[A/502/0461]	E3	2	20
Working as part of a group	[K/502/0455]	E3	2	20
Working towards goals	[D/502/0453]	E3	2	20
<b>C - Level 1 Units</b>				
Community action	[M/502/0473]	L1	2	20
Developing self	[K/502/0469]	L1	2	20
Dealing with problems in daily life	[L/502/0464]	L1	2	20



Environmental awareness	[Y/502/0659]	L1	2	20
Healthy living	[F/502/0476]	L1	2	20
Individual rights and responsibilities	[K/502/0472]	L1	1	10
Managing own money	[R/502/0479]	L1	2	20
Managing social relationships	[D/502/0470]	L1	2	20
Preparation for work	[J/502/0477]	L1	2	20
Working as part of a group	[R/502/0465]	L1	2	20
Working towards goals	[J/502/0463]	L1	2	20

<b>Entry Requirements</b>	Pre 16					
<b>Age Range</b>	<b>Pre 16</b>	✓	<b>16 – 18</b>	✓	<b>19 +</b>	✓
<b>LARS Reference</b>	Entry Level 2 Award in Personal and Social Development - 50077806 Entry Level 3 Award in Personal and Social Development - 50077818 Level 1 Award in Personal and Social Development - 50077788 Entry Level 2 Certificate in Personal and Social Development - 50077764 Entry Level 3 Certificate in Personal and Social Development - 50077776 Level 1 Certificate in Personal and Social Development - 5007779X					
<b>Recommended GLH<sup>2</sup></b>	Entry Level 2 Award in Personal and Social Development – 50077806 - 40 Entry Level 3 Award in Personal and Social Development – 50077818 - 40 Level 1 Award in Personal and Social Development - 50077788 - 40 Entry Level 2 Certificate in Personal and Social Development – 50077764 - 130 Entry Level 3 Certificate in Personal and Social Development - 50077776 - 130 Level 1 Certificate in Personal and Social Development - 5007779X - 130					

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<sup>2</sup> See Glossary of Terms

<b>Recommended TQT<sup>3</sup></b>	<p>Entry Level 2 Award in Personal and Social Development – 50077806 – N/A</p> <p>Entry Level 3 Award in Personal and Social Development – 50077818 – 40</p> <p>Level 1 Award in Personal and Social Development – 50077788 – 40</p> <p>Entry Level 2 Certificate in Personal and Social Development – 50077764 – 130</p> <p>Entry Level 3 Certificate in Personal and Social Development – 50077776 – 130</p> <p>Level 1 Certificate in Personal and Social Development – 5007779X – 130</p>
<b>Credit Value</b>	<p>Entry Level 2 Award in Personal and Social Development – 50077806 – 4</p> <p>Entry Level 3 Award in Personal and Social Development – 50077818 – 4</p> <p>Level 1 Award in Personal and Social Development – 50077788 – 4</p> <p>Entry Level 2 Certificate in Personal and Social Development – 50077764 – 13</p> <p>Entry Level 3 Certificate in Personal and Social Development – 50077776 – 13</p> <p>Level 1 Certificate in Personal and Social Development – 5007779X – 13</p>
<b>Type of Funding Available</b>	See LARS (Learning Aim Rates Service)
<b>Minimum Qualification Fee</b>	See ABC web site for current fees and charges
<b>Unit Fee</b>	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.
<b>Additional Information</b>	See ABC website for resources available for this qualification

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<sup>3</sup> See Glossary of Terms

## Introduction

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This qualification is made up of units developed by QCDA and Awarding Organisations to provide personal and social development within Foundation Learning. It is intended to be used alongside other vocational qualifications and functional skills within Foundation Learning to provide personalised learning programmes.

This qualification will be included in the Foundation Learning catalogue. Please check the ABC Awards website for the current status of this qualification within the FL catalogue.

## Aims

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ABC's Personal and Social Development qualifications aim to

- Recognise individual achievement
- Raise learners' awareness of social expectations.
- Develop an awareness of the skills and personal qualities required for obtaining employment.
- Develop learners' abilities to assess their own strengths and weaknesses and an awareness of how best to use them.
- Develop an awareness of health and safety in and out of the workplace.
- Provide experience of practical skills in a range of vocational areas.
- Improve skills in communication, working with numbers, problem solving and planning.
- Develop learners' independence and self-confidence.
- Help learners to lead a satisfying personal life in the community.
- Foster an awareness of our society, its structures and the role of the individual within them.
- Provide a basis for further training and education.

## Target Group

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This qualification is designed for those learners:

- Of any age, including those who may be progressing from Entry 1
- With learning difficulties or disabilities

- Of mixed abilities who are returning to study as part of Lifelong Learning and Widening Participation Strategies
- Needing a general introduction to vocational qualifications
- Who may have difficulties in social and life skills such as offenders

Centres should take appropriate steps to assess each learner's potential and make a professional judgement about their ability to successfully achieve the appropriate level of qualification. This assessment will need to take account of the support available to the learners within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification.

Any evidence of special assessment requirements should be made known at the outset of the programme, in order that the centre may make appropriate provision.

ABC expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

## **Progression Opportunities**

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These qualifications provide an introduction to personal development and generic employability skills. Learners can progress to further learning such as ABC's wide selection of qualifications within Foundation Learning at Entry 3 and Level 1 as well as onto vocational qualifications at Level 2.

Centres must implement a guidance procedure and an equal opportunities policy. Centres must be satisfied that all learners accepted will be capable of achieving the outcomes of the course at the stated level.

Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## **Language**

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These specifications and associated assessment materials are in English only.

## Unit Details

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## Community Action

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<b>Unit Reference</b>	<b>Y/502/0449</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To encourage learners to participate in local community activities and understand the benefits of these activities for themselves and the community
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Recognise local community groups	1.1. Identify a community group in their local area and what it does
2. Be able to demonstrate how they participate in community activities	2.1. Participate in a community activity that is relevant to them 2.2. Identify how this activity benefits others
<b>Mapping to Functional Skills</b> <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b>  <b>Speaking and Listening</b> <b>Entry 2</b> <ul style="list-style-type: none"> <li>Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations</li> </ul>	

**Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

**Writing****Entry 2**

- Write short documents with some awareness of the intended audience

**Entry 3**

- Write documents with some adaptation to the intended audience

**Information and Communication technology****Use ICT Systems****Entry 2**

- Interact with ICT for a purpose
- Follow and understand recommended safe practices

**Entry 3**

- Interact with and use an ICT system to meet needs
- Store information
- Follow and understand the need for safety and security practices

**Find and Select Information****Entry 2**

- Use appropriate sources of information
- Find information from ICT-based sources

**Entry 3**

- Select and use appropriate sources of information
- Use ICT to search for and select information that matches given requirements



## Supporting Unit Information

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Y/502/0449 Community Action - Entry 2

### Indicative Content

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#### **Learning Outcome 1. Recognise local community groups**

Any local community group that is appropriate to the age range and interests of the learner

Could include:

- 1.1 Neighbourhood watch
- 1.2 Friends of the local school or hospital
- 1.3 Parent and toddler group
- 1.4 Church groups;
- 1.5 Environmental groups

#### **Learning Outcome 2. Be able to demonstrate how they participate in community activities**

The activity can be a one off activity or on going. Learner's involvement needs to be appropriate for the individual.

Examples of activities are

- 2.1 Going to a group meeting
- 2.2 Joining in a sponsored walk
- 2.3 Helping to serve refreshments at an event
- 2.4 Making items to sell for fundraising
- 2.5 Helping to clean up a public area

Recognition of what this means to others could be those involved in the activity directly, or the community at large, depending on the activity.

### Teaching Strategies and Learning Activities

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Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners need to be supported to recognise the contributions they can make towards improving their community and the benefits this will have

for themselves, others and the environment.

They will need to find out about a local community group and what it does within the community. Centres may wish to explore with learners a range of community groups through visits to organisations

- Speakers
- Notices in shops and other public places
- Searching on the internet
- Asking at the local library
- Looking at leaflets/brochures
- Asking other people

They will be helped to develop their skills by taking part in a practical community activity and will be encouraged to identify the benefits of this activity to others. Learners could choose an organisation to work with, or the centre could provide the link and the activity. Learners could work as a group with other learners.

The learning for this unit needs to be practical.

Group and individual discussion will be important.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum Requirements When Assessing This Unit**

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ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Visual Displays
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer

## Developing Self

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<b>Unit Reference</b>	<b>M/502/0442</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Be able to recognise their strengths and areas they need to develop	1.1 Identify a personal strength or ability 1.2 Identify an area for self development
2. Recognise how to develop themselves	2.1 Identify a personal skill or behaviour they need to develop 2.2. Agree with an appropriate person a suitable target to work towards 2.3. Identify who will support them in developing the identified skill or behaviour 2.4. Work through activities to develop the agreed skill or behaviour
3. Review their development	3.1 Carry out a simple review of the progress they have made

	3.2. Identify what went well and what did not go so well
<p><b>Mapping to Functional Skills</b>  <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b></p> <p><b>Speaking and Listening</b>  <b>Entry 2</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations</li> </ul> <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>• Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges</li> </ul> <p><b>Information and Communication technology</b>  <b>Use ICT Systems</b>  <b>Entry 2</b></p> <ul style="list-style-type: none"> <li>• Interact with ICT for a purpose</li> <li>• Follow and understand recommended safe practices</li> </ul> <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>• Interact with and use an ICT system to meet needs</li> <li>• Store information</li> <li>• Follow and understand the need for safety and security practices</li> </ul> <p><b>Find and Select Information</b>  <b>Entry 2</b></p> <ul style="list-style-type: none"> <li>• Use appropriate sources of information</li> <li>• Find information from ICT-based sources</li> </ul> <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>• Select and use appropriate sources of information</li> <li>• Use ICT to search for and select information that matches given requirements</li> </ul>	

## Supporting Unit Information

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M/502/0442 Developing Self - Entry 2

### Indicative Content

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#### **Learning Outcome 1. Be able to recognise their strengths and areas they need to develop**

Learners to identify a minimum of one strength

Could include:

- 1.1 Communication skills e.g. speaks clearly, uses more than one language
- 1.2 Practical skills, e.g. good at cooking/a particular sport/music etc
- 1.3 IT skills
- 1.4 Personal qualities, e.g. reliable/punctual/confident/patient/friendly/helpful/kind/thoughtful and an area for self-development through discussion with tutors/employers/line managers;

Could include:

- 2.1 Communication Skills Such As Speaking On The Telephone
- 2.2 It Skills
- 2.3 Improving Punctuality
- 2.4 Learning To Play An Instrument
- 2.5 Learning To Drive Etc

#### **Learning Outcome 2. Recognise how to develop themselves**

Learners identify a minimum of one personal skill or behaviour they need to develop

Action planning needs to be straight forward with achievable goals

Appropriate person could be tutor/supervisor a suitable target to work towards.

Support can be internal/external from tutors/supervisors/family/friends etc

Activities to develop the agreed skill or behaviour should be conducted over a period of time to allow for development

#### **Review their development**

Simple review of the progress what went well and what did not go so well

Could also include further planning if appropriate

## **Teaching Strategies And Learning Activities**

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Learning for this unit can be linked to other units to be assessed within an activity such as working with community organisations,

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be supported in

- Carrying Out An Analysis Of Their Personal Strengths, Abilities And Behaviours
- Setting A Target
- Planning Strategies To Develop Their Skill Or Behaviour And Work
- Developing An Agreed Skill Or Behaviour
- Reviewing Their Own Progress In Self-Development

Time for one to one discussion is important here.

Use could be made of case studies of different people such as nurses/firefighters/sports personalities to explore the concept of personal skills, qualities and abilities along with group discussion

The concept of weakness can be a sensitive area. Again case studies as above could focus on weakness to highlight that everyone has areas for improvement.

These case studies could come from visits out, visitors in, video, internet etc

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

## **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not have to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Log book/diary
- Oral/Written questions and answers
- Reports/notes
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon



request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer

## Dealing With Problems in Daily Life

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<b>Unit Reference</b>	<b>D/502/0436</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
<b>1.</b> Demonstrate an awareness of how to recognise straightforward problems	1.1 Identify a straightforward problem 1.2 Identify a way of tackling the problem, with appropriate support
<b>2.</b> Tackle straightforward problems	2.1 Tackle the problem using a given procedure 2.2 Ask for advice or support if needed
<b>Mapping to Functional Skills</b> <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b>  <b>Speaking and Listening</b> <b>Entry 2</b>	

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

**Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges.

## Supporting Unit Information

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D/502/0436 Dealing With Problems in Daily Life - Entry 2

### Indicative Content

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#### **Learning Outcome 1. Demonstrate an awareness of how to recognise straightforward problems**

Straightforward problem could be anything which could be faced in day to day living e.g

- 1.1 Going shopping for food, clothing etc,
- 1.2 Losing things such as mobile phone, money, travel card
- 1.3 Going on a journey, making a meal etc
- 1.4 Coursework

Ways to tackle problem e.g.

- 2.1 Discussion face to face/phone
- 2.2 Making official complaint
- 2.3 Finding out information

Planning to identify appropriate support could be internal and external support e.g.

- 3.1 Tutor/supervisor
- 3.2 Family member/neighbour
- 3.3 Police

#### **Learning Outcome 2. Tackle straightforward problems**

Procedure = plan do review. Look at method/sequence/routine. Could include

- 4.1 Finding out information - telephone number/addresses/email addresses/opening hours
- 4.2 Using information leaflets/library/websites
- 4.3 Consulting appropriate people
- 4.4 Making a telephone call/writing a letter/sending an email
- 4.5 Arranging a meeting/making an appointment

Ask for advice or support if needed. Learners need to recognise when need support.

Could be from specific people –

- 5.1 Family member/friend
- 5.2 Teacher/personal tutor

- 5.3 Police officer
- 5.4 Careers adviser/student counsellor
- 5.5 Help lines
- Could be from organisations –
- 5.6 Citizens Advice Bureau
- 5.7 GP surgeries and health centres
- 5.8 Government agencies
- 5.9 Voluntary organisations

## **Teaching Strategies And Learning Activities**

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Delivery could be linked to other units to aid and enhance delivery if appropriate e.g. Managing Own Money Entry 2.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

This is a practical unit designed to enable learners to identify straightforward problems and develop a positive approach towards solving them with the support of appropriate people. One to one discussion and support is important here. Learners need to be encouraged to develop a

Learners would be expected to apply a routine strategy when tackling the problem and to request support or advice if needed.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

## **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer

## Healthy Living

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<b>Unit Reference</b>	<b>L/502/0450</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To introduce learners to ways in which they can contribute to a healthy lifestyle and encourages them to demonstrate activities which will improve their own lifestyle
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
1. Recognise the steps needed to lead a healthy lifestyle	1.1 Identify what they can do to contribute to a healthy lifestyle  1.2 Identify an activity which will make an improvement to their lifestyle
2. Demonstrate how they contribute to own healthy lifestyle	2.1 Participate in an activity to contribute to a healthy lifestyle
<b>Mapping to Functional Skills</b> <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b>  <b>Speaking and Listening</b> <b>Entry 2</b>	

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

## **Information and Communication technology**

### **Use ICT Systems**

#### **Entry 2**

- Interact with ICT for a purpose
- Follow and understand recommended safe practices

#### **Entry 3**

- Interact with and use an ICT system to meet needs
- Store information
- Follow and understand the need for safety and security practices

### **Find and Select Information**

#### **Entry 2**

- Use appropriate sources of information
- Find information from ICT-based sources

#### **Entry 3**

- Select and use appropriate sources of information
- Use ICT to search for and select information that matches given requirements



## Supporting Unit Information

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L/502/0450 Healthy Living - Entry 2

## Indicative Content

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### **Learning Outcome 1. Recognise the steps needed to lead a healthy lifestyle**

Healthy lifestyle link to diet and exercise. Could look at

- 1.1 What constitutes a healthy diet
- 1.2 Types of exercise appropriate to learner
- 1.3 Importance of sleep
- 1.4 Personal hygiene
- 1.5 Effects of smoking/alcohol/drugs etc

Activity to improvement to their lifestyle could link to any of the above.

Needs to be something that the learner can do. Need to think

- 2.1 How much time will it take
- 2.2 Will it cost money
- 2.3 Is any help needed to carry it out
- 2.4 Planning needed to take part

### **Learning Outcome 2. Demonstrate how they contribute to own healthy lifestyle**

Learners need to take part in an activity. This is linked to LO1.2. Could involve things like:

Eating 5 portions of fruit and vegetables a day for a specific timescale

Doing some exercise appropriate to the learner for a period of time etc

## Teaching Strategies And Learning Activities

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This unit relates directly to the individual

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need support and guidance to recognise the steps they need to take in order to live a healthy lifestyle. This will include:

- Factors Affecting Personal Health E.G. Sensible Eating, Sleep, Exercise, Keeping Clean, Dental Care And Personal Safety
- Own Daily Activities And Practical Ways In Which They Can Contribute To Their Own Healthy Lifestyle

This could include general discussions, case studies or excerpts from appropriate, TV programmes, use of appropriate web sites

Learners will need to be given the opportunity to take part in an activity, to demonstrate what they have learned about healthy living. This could include:

- Simple, practical food preparation activities
- Producing visual examples of healthy meals
- Categorise examples of foods into those that are good for you and those that are less good for you
- Recording the amount of exercise and sleep taken each day
- Discussions to identify the benefits to health
- Taking part in practical sports and fitness activities

One to one discussion and support is important here. The activity chosen ideally needs to take place over a period of time. This will depend on the activity chosen and the individual learner.

Learners could create posters, diagrams or cartoons to illustrate some of the issues. DVD or video programmes can sometimes be borrowed from the local health authority health promotion units have resources which can be used which include visual material. Visits could be arranged to dental hygienists, doctors' surgeries or chemist shops where learners could be given relevant information.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff

should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

## **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer

## Individual Rights and Responsibilities

<b>Unit Reference</b>	<b>F/502/0445</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To raise the learner's awareness of their rights and responsibilities as an individual
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.3)</b> <i>The learner can</i>
1. Recognise that they have rights and responsibilities as an individual	<p>1.1 Identify an individual right which is relevant to them</p> <p>1.2 Identify a responsibility that they have for themselves</p> <p>1.3 Say who could help if they have problems with their rights or responsibilities</p>
<p><b>Mapping to Functional Skills</b>  <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b></p> <p><b>Speaking and Listening</b>  <b>Entry 2</b></p> <ul style="list-style-type: none"> <li>Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations</li> </ul> <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>Respond appropriately to others and make more extended</li> </ul>	

contributions in familiar formal and informal discussions/exchanges

## **Writing**

### **Entry 2**

- Write short documents with some awareness of the intended audience

### **Entry 3**

- Write documents with some adaptation to the intended audience

## **Information and Communication technology**

### **Use ICT Systems**

#### **Entry 2**

- Interact with ICT for a purpose
- Follow and understand recommended safe practices

#### **Entry 3**

- Interact with and use an ICT system to meet needs
- Store information
- Follow and understand the need for safety and security practices

### **Find and Select Information**

#### **Entry 2**

- Use appropriate sources of information
- Find information from ICT-based sources

#### **Entry 3**

- Select and use appropriate sources of information
- Use ICT to search for and select information that matches given requirements

## Supporting Unit Information

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F/502/0445 Individual Rights and Responsibilities - Entry 2

## Indicative Content

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### **Learning Outcome 1. Recognise that they have rights and responsibilities as an individual**

Individual rights – Could be

- 1.1 Rights defined by law, e.g. Health and Safety at Work, Equal Pay, Sales of Goods Act etc
- 1.2 Human Rights – not all covered by law e.g. respect, clean and safe food and water, access to education, protection from harm

Individual responsibility Could be again linked to laws such as Health and Safety, but could be more general, e.g. reliability when working with others, respecting others, turning up to work on time, taking care of your health, keeping possessions safe etc.

Help with their rights or responsibilities. - Could look at

- 2.1 Individuals who could help
- 2.2 Organisations e.g CAB, Trade Unions, charities etc

## Teaching Strategies And Learning Activities

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This unit relates directly to the individual and their experience wherever possible. Can be set in a wide variety of settings e.g. link to a group activity or social issues. It could also possibly be work based.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will be supported to develop a basic knowledge of the human and legal rights they have as individuals and some of the responsibilities they have for themselves

They will also develop a knowledge of where to get help in exercising their rights and responsibilities.

One to one discussion and support is important here. Group discussion could also be used here.

Deliverers could involve visitors from appropriate external agencies such as Citizens Advice  
Bureau or community police

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Posters
- Leaflets
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence



\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer

## Managing Own Money

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<b>Unit Reference</b>	<b>Y/502/0452</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Recognise their income and expenditure	1.1 Identify their weekly income 1.2 Identify items they need to spend money on 1.3 Prepare a simple personal weekly budget
2. Know how to carry out simple transactions	2.1 Demonstrate paying for an item 2.2 Make simple calculations when paying for an item
<b>Mapping to Functional Skills</b> <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b>	

## **Speaking and Listening**

### **Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

## **Mathematics**

### **Entry 2**

- Understand simple practical problems in familiar and accessible contexts and situations
- Use basic mathematics to obtain answers to simple given practical problems that are clear and routine

### **Entry 3**

- Understand practical problems in familiar and accessible contexts and situations
- Select and apply mathematics to obtain answers to simple given practical problems that are clear and routine

## Supporting Unit Information

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Y/502/0452 Managing Own Money - Entry 2

### Indicative Content

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#### **Learning Outcome 1. Recognise their income and expenditure**

Weekly income – could look at earned and unearned if appropriate. Could include

- 1.1 Earnings
- 1.2 Education Maintenance Allowance (EMA)
- 1.3 Allowance from parents

Items they need to spend money on – could include personal items. Could look at essential and non essential if appropriate

Could include

- 2.1 Lunches
- 2.2 Bus Fares
- 2.3 Magazine
- 2.4 Drinks
- 2.5 Stationery
- 2.6 Going to the cinema

Prepare a simple personal weekly budget – ideally this should be a realistic personal budget applicable to the learner. Could use using a simple budget calculator or pre-prepared accounts sheet. Include

- 3.1 Adding up total income for the week
- 3.2 Adding up the cost of items to be purchased each day to reach weekly total
- 3.3 Subtracting total spending from total income

#### **Learning Outcome 2. Know how to carry out simple transactions**

This involves paying for an item. A face to face cash payment would be the most direct method. This would allow learners the opportunity to count out the cash and possible calculate change which should be given.

Could also use

Cheque  
debit card

Need to making sure of the following as appropriate

- 4.1 Paying the right amount eg adding up several items to work out the cost
- 4.2 Checking your change
- 4.3 Checking the amount before signing or entering your PIN number for card
- 4.4 Purchases
- 4.5 Filling in a cheque with words and numbers

## **Teaching Strategies And Learning Activities**

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This is a very practical unit and should relate to an individual's actual life as much as possible.

Delivery could be linked to other units to aid and enhance delivery if appropriate e.g Dealing with Problems in Daily Life Entry 2.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be guided and supported to identify their weekly income, identify the items they will need to spend money on and use this information to prepare a simple, weekly budget plan. One to one discussion and support is important here. Group discussion could also be used. Prepared checklists could be used to help learners identify expenditure and income.

They will need to identify different methods of paying for purchases and practise using simple calculations when making a purchase. Real and simulated situations could be used to practice.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

## **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written. Real life or simulated situations can be used.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts/posters
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Budget sheet
- Checklists

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Managing Social Relationships

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<b>Unit Title</b>	<b>A/502/0444</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To encourage learners to use appropriate behaviours when interacting with others in social situations
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.4)</b> <i>The learner can</i>
1. Recognise how to interact with others in everyday and familiar situations	<div>1.1 Take part in an exchange with a familiar person about an everyday topic</div> <div>1.2 Use appropriate behaviours during the exchange</div> <div>1.3 Ask and respond to questions appropriately</div> <div>1.4 Express opinions simply and show respect for those of the other person</div>
<b>Mapping to Functional Skills</b> <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b>  <b>Speaking and Listening</b> <b>Entry 2</b>	



- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

**Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

## Supporting Unit Information

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A/502/0444 Managing Social Relationships - Entry 2

### Indicative Content

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#### **Learning Outcome 1. Recognise how to interact with others in everyday and familiar situations**

Familiar person – Could be tutor/supervisor

Everyday topic – anything which is familiar. Could link to other units here

Appropriate behaviours – verbal and non-verbal such as

- 1.1 Taking part actively
- 1.2 Paying attention when people are speaking eg. nodding, smiling
- 1.3 Beginning the exchange with an appropriate greeting
- 1.4 Ending the exchange appropriately
- 1.5 Speaking at the right volume
- 1.6 Being polite
- 1.7 Making eye contact
- 1.8 Appropriate language with familiar and unfamiliar people

Questions could be

- 2.1 To clarify information
- 2.2 Request further information
- 2.3 Requiring more than one word answers

Giving opinions/preferences etc.

Respecting others by not interrupting others when they are talking, avoiding tones of voice or gestures that may be seen as rude or aggressive

### Teaching Strategies And Learning Activities

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Delivery could be linked to other units to aid and enhance delivery if appropriate e.g. Dealing with Problems in Daily Life Entry 2, Managing own Money Entry 2.

Centres should adopt a delivery approach which supports the development

of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be supported to improve their social interactions with others. They should develop skills which will enable them to

- Express their own opinions simply
- Show respect for the views of others
- Recognise and use appropriate positive behaviours

Group discussions could be used to gather and shape the learners' ideas on appropriate behaviours to use in various social situations and how to express opinions sensitively.

Board games, puzzles, and quizzes could be used to develop skills in asking and answering questions

Learners will need to practice one to one exchanges prior to assessment. Video could be used if appropriate.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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One assessment activity could cover the whole unit, but learners will need to provide evidence that they have achieved each of the assessment criteria. This evidence does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral questions and answers
- Notes
- Witness statements
- Taped evidence (video or audio)

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Preparation for Work

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<b>Unit Reference</b>	<b>R/502/0451</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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 a job application
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Recognise the skills and qualities needed for working life	1.1 Identify some personal skills and qualities which employees need 1.2 Identify their own personal skills and qualities
2. Recognise personal career opportunities	2.1 Identify a suitable job role which interests them 2.2 Provide key personal information needed to apply for such a job role
<b>Mapping to Functional Skills</b> <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b> <b>Speaking and Listening</b>	

**Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

**Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

**Writing****Entry 2**

- Write short documents with some awareness of the intended audience

**Entry 3**

- Write documents with some adaptation to the intended audience.

**Information and Communication technology**

Use ICT Systems

**Entry 2**

- Interact with ICT for a purpose
- Follow and understand recommended safe practices

**Entry 3**

- Interact with and use an ICT system to meet needs
- Store information
- Follow and understand the need for safety and security practices

**Find and Select Information****Entry 2**

- Use appropriate sources of information
- Find information from ICT-based sources

**Entry 3**

- Select and use appropriate sources of information
- Use ICT to search for and select information that matches given requirements

## Supporting Unit Information

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R/502/0451 Preparation for Work - Entry 2

### Indicative Content

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#### **Learning Outcome 1. Recognise the skills and qualities needed for working life**

Personal skills and qualities which employees need –look at range of basic skills being asked for e.g.

- 1.1 Punctual
- 1.2 Reliable
- 1.3 Trustworthy
- 1.4 Co-operative
- 1.5 Flexible
- 1.6 Willingness
- 1.7 Supportive
- 1.8 Team worker
- 1.9 Conscientious
- 1.10 Communication Skills – oral and written
- 1.11 Numeracy Skills

Own personal skills and qualities – Could look at any matches with what employers are looking for.

#### **Learning Outcome 2. Recognise personal career opportunities**

Suitable job role which interests them – via research. Could use IT packages to match interests to jobs etc. Could also use work experience/observation

Key personal information needed to apply for such a job role – application forms and possibly basic CV's

### Teaching Strategies And Learning Activities

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Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support

mechanisms put in place.

Learners will need to be encouraged to explore some of the skills and qualities which employees need and be helped to identify their own skills and personal qualities. They will find out about possible job roles and be guided to identify a potentially suitable job role.

Learners will be supported to identify their own personal skills and qualities. They could:

- Check Off A Prepared List Of Skills Relevant To Themselves
- List Skills Gained From Education And Other Life Experiences
- Complete Questionnaires Or Quizzes

Learners will need to be involved in some research in this unit. This can be done in a variety of ways, using visits out, visitors in, IT searches etc. Links with the Connections service and other agencies dealing with careers advice could be made. They could look at job advertisements to identify the skills and qualities needed, and use work experience or simulations to identify skills and qualities needed for employment

The support given to learners will depend on individual need

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.



Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Application Forms
- CV's

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer

## Working As Part of a Group

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<b>Unit Reference</b>	<b>H/502/0437</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
<b>1.</b> Demonstrate an awareness of how to work with others in appropriate ways	1.1 Participate in setting ground rules for working with others  1.2 Relate basic information about the work to be carried out  1.3 Identify their role in the group
<b>2.</b> Be able to demonstrate working as part of a group	2.1 Carry out given tasks when working with others  2.2 Ask for or offer help when required  2.3 Identify what went well and what went less well
<b>Mapping to Functional Skills</b>	
<b>Activities could be devised to develop the following Functional Skills when delivering this unit</b>	

## **Speaking and Listening**

### **Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

## Supporting Unit Information

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H/502/0437 Working as Part of a Group - Entry 2

### Indicative Content

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#### **Learning Outcome 1. Demonstrate an awareness of how to work with others in appropriate ways**

Ground rules for working with others – these should be negotiated with the group

Could include

- 1.1 Respecting others' contributions
- 1.2 Listening to everyone in group
- 1.3 Asking for and valuing everyone's opinion
- 1.4 Encouraging everyone to contribute to group decisions
- 1.5 Helping and supporting others
- 1.6 Completing agreed tasks on time

Relate basic information about the work to be carried out which will clarify their understanding

Identify their role in the group.

Could be specific practical job, but could also include joint activities such as working with others in a supportive way, asking for help etc.

#### **Learning Outcome 2. Be able to demonstrate working as part of a group**

Carry out given tasks when working with others. These tasks could be given by the centre or by the group via negotiation

Ask for or offer help when required – This could be other group members and or other people supporting the group.

Self-evaluation of what went well and what went less well Could consider:

- 2.1 Were tasks completed on time
- 2.2 Did they help each other
- 2.3 What contribution did they make to the overall team task

## Teaching Strategies And Learning Activities

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Delivery could be linked to other units to provide a context for the group activity.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners should be supported to develop a range of skills that help in the development of positive attitudes which are of particular value in education and employment. These skills which could be developed include

- Taking Turns In Discussion
- Collaborating And Cooperating
- Extending Ideas By Sharing With Others
- Supporting And Building On The Contributions Of Others

Learners should also be supported to review their achievements in group work, providing opportunities for increased motivation and enhancement of self-esteem.

## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Learners will need to provide evidence that they have achieved each of the

assessment criteria. This does not need to be written.

As this is assessing an individual's role in a group activity, the individual learner's role is properly identified or described. Their individual performance is what is being assessed.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Chart/ticksheet of tasks
- Poster of agreed rules
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Peer assessment

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

## **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer

## Community Action

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<b>Unit Reference</b>	<b>F/502/0459</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To encourage learners to participate in local community activities and understand the benefits of these activities for themselves and the community
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
1. Demonstrate their knowledge of local community groups	1.1 Identify community groups in their local area and what they do
2. Demonstrate their participation in community activities	2.1 Participate in activities within a local community group 2.2 Identify how these activities benefit others 2.3 Identify a benefit for themselves from participating in the activities
<b>Mapping to Functional Skills</b> <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b>  <b>Speaking and Listening</b> <b>Entry 2</b>	



- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

### **Level 1**

- Take full part in formal and informal discussions/exchanges

## **Reading**

### **Entry 2**

- Read and understand straightforward texts

### **Entry 3**

- Independently read and understand straightforward texts for a purpose

### **Level 1**

- Read and understand a range of texts

## **Writing**

### **Entry 2**

- Write short documents with some awareness of the intended audience

### **Entry 3**

- Write documents with some adaptation to the intended audience

### **Level 1**

- Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience

## **Information and Communication technology**

### **Use ICT Systems**

#### **Entry 2**

- Interact with ICT for a purpose
- Follow and understand recommended safe practices

#### **Entry 3**

- Interact with and use an ICT system to meet needs
- Store information
- Follow and understand the need for safety and security practices

## **Find and Select Information**

### **Entry 2**

- Use appropriate sources of information
- Find information from ICT-based sources

### **Entry 3**

- Select and use appropriate sources of information
- Use ICT to search for and select information that matches given requirements

## Supporting Unit Information

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F/502/0459 Community Action - Entry 3

### Indicative Content

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#### **Learning Outcome 1. Demonstrate their knowledge of local community groups**

Explore local community groups in general and their purpose. Could include:

- 1.1 Neighbourhood watch
- 1.2 Friends of the local school or hospital
- 1.3 Parent and toddler group
- 1.4 Church groups
- 1.5 Environmental groups

Look for information about local groups

- 2.1 In shops and other public places
- 2.2 Using the internet/local library
- 2.3 Asking other people

To find out about local group's purpose and activities could use

- 3.1 Website
- 3.2 leaflets/brochures
- 3.3 Telephone
- 3.4 Meeting with the organiser and ask questions
- 3.5 Go to a meeting to find out what happens

#### **Learning Outcome 2. Demonstrate their participation in community activities**

Learners need to participate in more than one activity. These could be one off activities or on going. Learner's involvement needs to be appropriate for the individual. Examples of activities are

- 4.1 Going to a group meeting
- 4.2 Joining in a sponsored walk
- 4.3 Helping to serve refreshments at an event
- 4.4 Making items to sell for fundraising
- 4.5 Helping to clean up a public area

Recognition of what these means to others could be those involved in the activity directly, or the community at large, depending on the activity

Also look at benefits to self. Think of self-worth and skill/knowledge development

## **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners need to be supported to recognise the contributions they can make towards improving their community and the benefits this will have for themselves, others and the environment.

They will need to find out about a local community group and what it does within the community. Centres may wish to explore with learners a range of community groups through visits to organisations

- Speakers
- Notices in shops and other public places
- Searching on the internet
- Asking at the local library
- Looking at leaflets/brochures
- Asking other people

They will be helped to develop their skills by taking part in a practical community activity and will be encouraged to identify the benefits of this activity to others. Learners could choose an organisation to work with, or the centre could provide the link and the activity. Learners could work as a group with other learners. They will need to record their participation.. They could gather feedback either oral or written on their contribution to activities.

Group and individual discussion will be important.

The learning for this unit needs to be practical.

## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### Minimum requirements when assessing this unit

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Visual displays
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Developing Self

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<b>Unit Reference</b>	<b>M/502/0456</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3)</b> <b><i>The learner can</i></b>
1. Understand how to identify areas for self-development	1.1 Describe a personal strength or ability 1.2 Identify an area for self-development 1.3 Describe a personal skill or behaviour they need to develop
2. Understand how to take responsibility for their own self development	2.1 Describe how they will develop their personal skill or behaviour 2.2 Suggest a suitable target to work towards and agree it with an appropriate person 2.3 Identify the support and resources needed to help them work towards the agreed target 2.4 Work through activities to develop the agreed skill or behaviour

3. Be able to demonstrate how they have developed personal skills	<div data-bbox="632 192 1426 264">3.1 Review the progress they have made</div> <div data-bbox="632 277 1426 371">3.2 Review what went well and what did not go so well</div> <div data-bbox="632 412 1426 506">3.3 Make choices about how they will continue to develop their personal skills</div>
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### **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

#### **Speaking and Listening**

##### **Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

##### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

##### **Level 1**

- Take full part in formal and informal discussions/exchanges



## Supporting Unit Information

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M/502/0456 Developing Self - Entry 3

### Indicative Content

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#### **Learning Outcome 1. Understand how to identify areas for self-development**

Learners to identify a minimum of one strength/ability and one area for self-development

Could be

- 1.1 Communication skills - speaks clearly/uses more than one language/good listener
- 1.2 Practical skills - good at cooking/good at drawing/it skills/good with animals;
- 1.3 Personal qualities – reliable/punctual/confident/tolerant/even tempered/ friendly/helpful/persistent/understanding/calm etc

They need to think about how they could develop a personal skill or behaviour

#### **Learning Outcome 2. Understand how to take responsibility for their own self development**

Action plan target to work towards. Make sure that this is achievable and that they know what is required to achieve the target. This needs to include support and resources needed which could be both internal and/or external

Work through activities to develop the agreed skill or behaviour.

Appropriate person could be tutor/supervisor a suitable target to work towards.

Activities to develop the agreed skill or behaviour should be conducted over a period of time to allow for development

#### **Learning Outcome 3. Be able to demonstrate how they have developed personal skills**

Review overall progress what went well and what did not go so well.

Include further planning as appropriate and actions they could take e.g.

more practice, further training

## **Teaching Strategies And Learning Activities**

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Learning for this unit can be linked to other units to be assessed within an activity such as working with community organisations,

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

One to one discussion is important here.

Learners will need to be supported in

- Carrying out an analysis of their personal strengths, abilities and behaviours
- Setting a target
- Planning strategies to develop their skill or behaviour and work
- Developing an agreed skill or behaviour
- Reviewing their own progress in self-development

Time for one to one discussion is important here. Learners could discuss their strengths etc. with tutors, employers, line managers or peers to identify areas for self-development.

Use could be made of case studies of different people such as nurses/firefighters/sports personalities to explore the concept of personal skills, qualities and abilities along with group discussion.

The concept of weakness can be a sensitive area. Again case studies as above could focus on weakness to highlight that everyone has areas for improvement.

These case studies could come from visits out, visitors in, video, internet etc.

Reflection on personal development will require learners to confront perceived weaknesses and with guidance, devise coping mechanisms and strategies to overcome them through appropriate activities. Having

undertaken the activities, learners will review their own progress and make decisions about how to continue self-development. It may be useful for learners to record their progress as they undertake activities by using reflective diaries, logs etc.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately

annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

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### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Dealing With Problems in Daily Life

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<b>Unit Reference</b>	<b>H/502/0454</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Understand how to recognise a straightforward problem	1.1 Identify a straightforward problem that they can tackle  1.2 Share ideas on how to tackle the problem with an appropriate person
2. Tackle a problem	2.1 Identify a way to tackle the problem  2.2 Carry out activities to tackle the problem  2.3 Ask for appropriate advice
<b>3.</b> Be able to carry out a review of their progress towards solving the problem	3.1 Review their progress in tackling the problem  3.2 Identify what went well and what did not go so well

**Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

**Speaking and Listening****Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

**Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

**Level 1**

- Take full part in formal and informal discussions/exchanges.

## Supporting Unit Information

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H/502/0454 Dealing with Problems in Daily Life - Entry 3

### Indicative Content

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#### **Learning Outcome 1. Understand how to recognise a straightforward problem**

Straightforward problem could be anything which could be faced in day to day living e.g.

- 1.1 Going shopping for food, clothing etc.
- 1.2 Losing things such as mobile phone, money, travel card
- 1.3 Going on a journey, making a meal etc.
- 1.4 Coursework

Ways to tackle problem e.g.

- 2.1 Discussion face to face/phone
- 2.2 Making official complaint
- 2.3 Finding out information

Appropriate person could be tutor/supervisor.

#### **Learning Outcome 2. Tackle a problem**

Discuss options with appropriate people relevant to problem

Planning to identify appropriate support could be internal and external support.

Look at method/sequence/routine. Could include

- 3.1 Finding out information - telephone number/addresses/email addresses/opening hours
- 3.2 Using information leaflets/library/websites
- 3.3 Consulting appropriate people
- 3.4 Making a telephone call/writing a letter/sending an email
- 3.5 Arranging a meeting/making an appointment

Carry out plan

Be able to recognise when need help and who to ask.

Could be from specific people –

- 4.1 Family member/friend
- 4.2 Teacher/personal tutor

- 4.3 Police officer
- 4.4 Careers adviser/student counsellor
- 4.5 Help lines

Could be from organisations –

- 5.1 Citizens Advice Bureau
- 5.2 GP surgeries and health centres
- 5.3 Government agencies
- 5.4 Voluntary organisations

### **Learning Outcome 3. Be able to carry out a review of their progress towards solving the problem**

- Review of the progress
- Consider actions taken
- Problems which came up and were they solved
- What went well and what did not go so well

### **Teaching Strategies And Learning Activities**

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Delivery could be linked to other units to aid and enhance delivery if appropriate e.g. Managing Own Money Entry 3

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

This is a practical unit designed to enable learners to identify straightforward problems and develop a positive approach towards solving them with the support of appropriate people. Learners need to be encouraged to develop a positive can do approach to problem solving.

One to one discussion and support is important here.

As part of the review process, learners could be encouraged to set new targets as a result of the review process to be used at a later stage or to complement other units.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

All internal assessments must be accompanied by a signed Declaration of

Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Environmental Awareness

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<b>Unit Reference</b>	<b>R/502/0658</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit aims to encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Demonstrate an awareness of how the actions of humans affect the environment	1.1 Give examples of human behaviours which harm the environment  1.2 Give examples of human behaviours which help the environment
2. Demonstrate an understanding of environmental issues which affects their life	2.1 Identify two different types of environmental issue which are relevant to their life  2.2 Identify the effects that these issues have on their life
3. Be able to demonstrate ways in which they can help to improve the environment in the local area	3.1 Identify an activity that they can carry out to improve the environment in their local area  3.2 Take part in an activity to improve the environment in their local area

## **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

### **Speaking and Listening**

#### **Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

#### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

#### **Level 1**

- Take full part in formal and informal discussions/exchanges

### **Reading**

#### **Entry 2**

- Read and understand straightforward texts

#### **Entry 3**

- Independently read and understand straightforward texts for a purpose

#### **Level 1**

- Read and understand a range of texts

### **Writing**

#### **Entry 2**

- Write short documents with some awareness of the intended audience

#### **Entry 3**

- Write documents with some adaptation to the intended audience

#### **Level 1**

- Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience

## Supporting Unit Information

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R/502/0658 Environmental Awareness - Entry 3

### Indicative Content

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#### **Learning Outcome 1. Demonstrate an awareness of how the actions of humans affect the environment**

Human behaviour which harms the environment – could be personal e.g. litter, leaving lights on, leaving equipment on standby, wasting water or more general eg packaging, importing food long distance, pollution

Identify a human behaviour which helps the environment –recycling, growing own food, using public transport, bike, walking etc

#### **Learning Outcome 2. Demonstrate an understanding of environmental issues which affects their life**

Environmental issues again could be on small scale or on a wider scale. May like to look at on small scale in the local environment and on a wider national/international scale

How affects their life – aim here at the more direct effects. Could if appropriate look into the future

#### **Learning Outcome 3. Be able to demonstrate ways in which they can help to improve the environment in the local area**

Activity can decided by learner, or group of learners

### Teaching Strategies And Learning Activities

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Learning for this unit can be linked to other units as appropriate

One to one discussion and support is important here. Activities could be individual or as a group

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of

the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Healthy Living

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<b>Unit Reference</b>	<b>T/502/0460</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To introduce learners to ways in which they can contribute to a healthy lifestyle and encourages them to demonstrate activities which will improve their own lifestyle
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Understand what is needed to lead a healthy lifestyle	1.1 Describe what they can do to contribute to a healthy lifestyle 1.2 Choose appropriate activities that can make an improvement to their lifestyle
2. Demonstrate how they contribute to own healthy lifestyle	2.1 Carry out activities to contribute to a healthy lifestyle 2.2 Describe how the activities have improved their lifestyle
<b>Mapping to Functional Skills</b> <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b>  <b>Speaking and Listening</b> <b>Entry 2</b>	



- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

### **Level 1**

- Take full part in formal and informal discussions/exchanges

## **Reading**

### **Entry 2**

- Read and understand straightforward texts

### **Entry 3**

- Independently read and understand straightforward texts for a purpose

### **Level 1**

- Read and understand a range of texts

## **Writing**

### **Entry 2**

- Write short documents with some awareness of the intended audience

### **Entry 3**

- Write documents with some adaptation to the intended audience

### **Level 1**

- Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience

## Supporting Unit Information

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T/502/0460 Healthy Living - Entry 3

### Indicative Content

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#### **Learning Outcome 1. Understand what is needed to lead a healthy lifestyle**

Healthy lifestyle link to diet and exercise. Could look at  
what constitutes a healthy diet  
types of exercise appropriate to learner  
Effects of smoking/alcohol/drugs etc

More than one activity is needed to improvement to their lifestyle could link to any of the above.

#### **Learning Outcome 2. Demonstrate how they contribute to own healthy lifestyle**

Learners need to take part in a number of activities to contribute to a healthy lifestyle This should link to LO1. Could involve things like:  
Eating 5 portions of fruit and vegetables a day for a specific timescale  
Doing some exercise appropriate to the learner for a period of time etc  
Would be best if conduct over a period of time.

#### **Learning Outcome 3. Recognise the steps needed to lead a healthy lifestyle**

Healthy lifestyle link to diet and exercise. Could look at

- 1.1 What constitutes a healthy diet
- 1.2 Types of exercise appropriate to learner
- 1.3 Importance of sleep
- 1.4 Personal hygiene
- 1.5 Effects of smoking/alcohol/drugs etc
- 1.6 Personal safety

Activity to improvement to their lifestyle could link to any of the above.  
Needs to be something that the learner can do. Need to think about

- 2.1 Present health and activities
- 2.2 How much time will it take
- 2.3 Will it cost money
- 2.4 Is any help needed to carry it out

## 2.5 Planning needed to take part

### **Learning Outcome 4. Demonstrate how they contribute to own healthy lifestyle**

Learners need to take part in an activity. This is linked to LO1.2. Could involve things like:

- 3.1 Eating 5 portions of fruit and vegetables a day for a specific timescale
- 3.2 Doing some exercise appropriate to the learner for a period of time

Describing impact on lifestyle

- 4.1 Changing eating habits
- 4.2 Taking more exercise etc

### **Teaching Strategies And Learning Activities**

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This unit relates directly to the individual.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need support and guidance to recognise the steps they need to take in order to live a healthy lifestyle. This will include

- Factors affecting personal health e.g. sensible eating, sleep, exercise, keeping clean, dental care and personal safety.
- Own daily activities and practical ways in which they can contribute to their own healthy lifestyle.

This could include general discussions, case studies or excerpts from appropriate, TV programmes, use of appropriate web sites.

Learners will need to be given the opportunity to take part in an activity, to demonstrate what they have learned about healthy living. This could include

- Simple, Practical Food Preparation Activities

- Producing Visual Examples Of Healthy Meals
- Categorise Examples Of Foods Into Those That Are Good For You And Those That Are Less Good For You
- Recording The Amount Of Exercise And Sleep Taken Each Day
- Discussions To Identify The Benefits To Health
- Taking Part In Practical Sports And Fitness Activities

One to one discussion and support is important here. The activity chosen ideally needs to take place over a period of time. This will depend on the activity chosen and the individual learner.

Learners could create posters, diagrams or cartoons to illustrate some of the issues. DVD or video programmes can sometimes be borrowed from the local health authority health promotion units. These have resources which can be used which include visual material. Visits could be arranged to dental hygienists, doctors' surgeries or chemist shops where learners could be given relevant information.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers

- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Individual rights and responsibilities

<b>Unit Reference</b>	<b>A/502/0458</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To raise the learner's awareness of their rights and responsibilities as an individual
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.4)</b> <i>The learner can</i>
1. Understand that they have individual rights and responsibilities	<div>1.1 Describe an individual right which is relevant to them</div> <div>1.2 Identify sources of support or information about rights and responsibilities</div> <div>1.3 Describe a responsibility that they have for themselves</div> <div>1.4 Describe a responsibility that they have to others</div>
<b>Mapping to Functional Skills</b> <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b>  <b>Speaking and Listening</b>	

**Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

**Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

**Level 1**

- Take full part in formal and informal discussions/exchanges

**Reading****Entry 2**

- Read and understand straightforward texts

**Entry 3**

- Independently read and understand straightforward texts for a purpose

**Writing****Entry 2**

- Write short documents with some awareness of the intended audience

**Entry 3**

- Write documents with some adaptation to the intended audience

## Supporting Unit Information

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A/502/0458 Individual Rights and Responsibilities - Entry 3

### Indicative Content

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#### **Learning Outcome 1. Understand that they have individual rights and responsibilities**

Individual rights – Could be

- 1.1 Rights defined by law, e.g. Health and Safety at Work, Equal Pay, Sales of Goods Act etc
- 1.2 Human Rights – not all covered by law e.g. respect, clean and safe food and water, access to education, protection from harm, right to vote, right to express opinion

Help with their rights or responsibilities. - Could look at

- 1.1 Individuals who could help
- 1.2 Organisations e.g CAB, Trade Unions, charities etc

Individual responsibility Could be again linked to laws such as Health and Safety, but could be more general, e.g. reliability when working with others, respecting others, turning up to work on time etc.

Similarly responsibility that they have to others

### Teaching Strategies And Learning Activities

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This unit relates directly to the individual and their experience wherever possible. Can be set in a wide variety of settings e.g. link to a group activity or social issues. It could also possibly be work based.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will be supported to develop a basic knowledge of the human and legal rights they have as individuals and some of the responsibilities they have for themselves.



They will also develop a knowledge of where to get help in exercising their rights and responsibilities.

One to one discussion and support is important here. Group discussion could also be used here.

Deliverers could involve visitors from appropriate external agencies such as Citizens Advice, Bureau or community police

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Managing Own Money

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<b>Unit Reference</b>	<b>F/502/0462</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
1. Understand how to plan a personal budget	1.1 Identify their source(s) of income 1.2 Identify their key items of expenditure 1.3 Prepare a straightforward weekly budget plan 1.4 Identify an appropriate way to save surplus money
2. Know how to carry out transactions	1.1 Identify two different ways of paying for items 1.2 Demonstrate paying for an item 1.3 Use appropriate calculations when paying for items

## **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

### **Speaking and Listening**

#### **Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

#### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

#### **Level 1**

- Take full part in formal and informal discussions/exchanges

### **Mathematics**

#### **Entry 2**

- Understand simple practical problems in familiar and accessible contexts and situations
- Use basic mathematics to obtain answers to simple given practical problems that are clear and routine

#### **Entry 3**

- Understand practical problems in familiar and accessible contexts and situations
- Begin to develop own strategies for solving simple problems
- Select and apply mathematics to obtain answers to simple given practical problems that are clear and routine
- Interpret and communicate solutions to practical problems in familiar contexts and situations
- Use simple checking procedures

## Supporting Unit Information

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F/502/0462 Managing Own Money - Entry 3

### Indicative Content

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#### **Learning Outcome 1. Understand how to plan a personal budget**

Source(s) of income – earned/unearned. Could look at weekly/monthly

Could include

- 1.1 Earnings
- 1.2 Education maintenance allowance (ema)
- 1.3 Allowance from parents

Items they need to spend money on – could include personal items. Could look at essential and non-essential if appropriate

Could include

- 2.1 Lunches
- 2.2 Bus fares
- 2.3 Magazine
- 2.4 Drinks
- 2.5 Stationery
- 2.6 Going to the cinema

Ways to save money looking at essential and non-essential expenditure and what could save on

Could look at what to do with savings -

- 3.1 Bank account/building society account
- 3.2 National Savings account
- 3.3 Locked drawer
- 3.4 Hiding place

#### **Learning Outcome 2. Know how to carry out transactions**

Different ways of paying for items – cash, cheque, debit card, credit card/store card.

Paying for an item – could involve cash payment and possibly one other e.g. cheques, debit card, credit card, store card.

Calculations when paying for items – if using cash can calculate amount needed and change  
Could calculate multiple item costs etc

## **Teaching Strategies And Learning Activities**

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This is a very practical unit and should relate to an individuals actual life as much as possible.

Delivery could be linked to other units to aid and enhance delivery if appropriate e.g Dealing with Problems in Daily Life Entry 3

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be guided and supported to identify their weekly income, identify the items they will need to spend money on and use this information to prepare a simple, weekly budget plan. One to one discussion and support is important here. Group discussion could also be used. Prepared checklists could be used to help learners identify expenditure and income.

They will need to identify different methods of paying for purchases and practise using simple calculations when making a purchase. Real and simulated situations could be used to practice.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

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All evidence must be made available for the external moderator upon request.

## **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer

## Managing Social Relationships

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<b>Unit Reference</b>	<b>T/502/0457</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To encourage learners to use appropriate behaviours when interacting with others in social situations
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
1. Understand how to interact with others in familiar social situations	<div>1.1 Identify situations in which they may need to interact with others</div> <div>1.2 Identify positive behaviours which can be used when interacting with others</div>
2. Demonstrate how to interact with others in familiar social situations	<div>2.1 Take part in an exchange with one or more people about a topic in which they have an interest</div> <div>2.2 Use appropriate positive behaviours when participating in the exchange</div> <div>2.3 Make appropriate contributions</div> <div>2.4 Express opinions and respect the views of others</div>



## **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

### **Speaking and Listening**

#### **Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

#### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

#### **Level 1**

- Take full part in formal and informal discussions/exchanges

## Supporting Unit Information

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T/502/0457 Managing Social Relationships - Entry 3

### Indicative Content

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#### **Learning Outcome 1. Understand how to interact with others in familiar social situations**

Familiar situations in which they may need to interact with individuals and groups to be considered. Think with peer group, different age groups, family, friends etc

Positive behaviours which can be used when interacting with others. Think how may need to adapt behaviours with different people and age groups

Appropriate behaviours – verbal and nonverbal such as

- 1.1 Taking part actively
- 1.2 Paying attention when people are speaking e.g. nodding, smiling
- 1.3 Beginning the exchange with an appropriate greeting
- 1.4 Ending the exchange appropriately
- 1.5 Speaking at the right volume
- 1.6 Being polite
- 1.7 Making eye contact
- 1.8 Appropriate language with familiar and unfamiliar people

#### **Learning Outcome 2. Demonstrate how to interact with others in familiar social situations**

Discussion with one or more people about a topic in which they have an interest. Could link to other units here

Need to apply theory from LO1

Could involve

- 1.1 Having a conversation with the tutor about own progress
- 1.2 Discussing a topic currently in the news with peers
- 1.3 Asking for help and advice in a shop

Practising skills for social interactions such as:

- 2.1 Picking a topic that is of interest

- 2.2 Making appropriate contributions
- 2.3 Asking and answering questions expressing opinions/clarify information/request further information
- 2.4 Being sensitive to the views and opinions of others
- 2.5 Giving opinions/preferences etc.
- 2.6 Respecting others by not interrupting others when they are talking
- 2.7 Avoiding tones of voice or gestures that may be seen as rude or aggressive

## **Teaching Strategies And Learning Activities**

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Delivery could be linked to other units to aid and enhance delivery if appropriate e.g. Dealing with Problems in Daily Life Entry 3, Managing own Money Entry 3.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be supported to improve their social interactions with others. They should develop skills which will enable them to

- Express their own opinions simply
- Show respect for the views of others
- Recognise and use appropriate positive behaviours

Group discussions could be used to gather and shape the learners' ideas on appropriate behaviours to use in various social situations and how to express opinions sensitively.

Board games, puzzles, and quizzes could be used to develop skills in asking and answering questions.

Learners will need to practice interactions prior to assessment. Role play could be used. Recording interactions for feedback could be used if appropriate.

Cultural diversity within the group, or visiting speakers from outside, could be used to help learners to recognise cultural and other differences in social norms. Appropriate TV programmes or advertisements or other examples could be used to stimulate discussion about respecting the views and opinions of others, whilst contributing your own.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

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### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Preparation for Work

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<b>Unit Reference</b>	<b>A/502/0461</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
1. Understand the skills and qualities needed for working life	1.1 Describe some personal skills and qualities which employees need  1.2 Identify how their own skills and qualities compare with the skills and qualities employees need  1.3 Identify areas for development
2. Investigate personal career opportunities	1.1 Find out about potential job roles which interest them  1.2 Identify a suitable potential job role  1.3 Prepare key personal information needed to apply for the job role

## **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

### **Speaking and Listening**

#### **Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

#### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

#### **Level 1**

- Take full part in formal and informal discussions/exchanges

### **Reading**

#### **Entry 2**

- Read and understand straightforward texts

#### **Entry 3**

- Independently read and understand straightforward texts for a purpose

### **Writing**

#### **Entry 2**

- Write short documents with some awareness of the intended audience

#### **Entry 3**

- Write documents with some adaptation to the intended audience

## Supporting Unit Information

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A/502/0461 Preparation for work - Entry 3

### Indicative Content

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#### **Learning Outcome 1. Understand the skills and qualities needed for working life**

Identify areas for development

Personal skills and qualities which employees need –look at range of basic skills being asked for e.g.

- 1.1 Punctual
- 1.2 Reliable
- 1.3 Trustworthy
- 1.4 Co-operative
- 1.5 Flexible
- 1.6 Willingness
- 1.7 Supportive
- 1.8 Team worker
- 1.9 Conscientious
- 1.10 Communication Skills – oral and written
- 1.11 Numeracy Skills

Own personal skills and qualities – Look at any matches with what employers are looking for. Look at areas for improvement

#### **Learning Outcome 2. Investigate personal career opportunities**

Suitable job role which interests them – via research. Could use IT packages to match interests/skills/knowledge and understanding to jobs etc.

Newspapers for adverts

Interview with careers advisor

Work placement

Key personal information needed to apply for such a job role –

Think about

- 2.1 Personal details
- 2.2 Education and qualifications
- 2.3 Employment history
- 2.4 Other achievements, interests and hobbies



Preparing key information could include:

- 3.1 Simple paper or online application forms
- 3.2 Simple letter of application
- 3.3 Practise answering straightforward interview questions
- 3.4 Making a basic portfolio

## **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be encouraged to explore some of the skills and qualities which employees need and be helped to identify their own skills and personal qualities. They will find out about possible job roles and be guided to identify a potentially suitable job role.

Learners will be supported to identify their own personal skills and qualities. They could

- Check Off A Prepared List Of Skills Relevant To Themselves
- List Skills Gained From Education And Other Life Experiences
- Complete Questionnaires Or Quizzes

Learners will need to be involved in some research in this unit. This can be done in a variety of ways, using visits out, visitors in, IT searches etc. Links with the Connections service and other agencies dealing with careers advice could be made. They could look at job advertisements to identify the skills and qualities needed, and use work experience or simulations to identify skills and qualities needed for employment

The support given to learners will depend on individual need

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

---

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
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- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

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Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Working As Part of a Group

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<b>Unit Reference</b>	<b>K/502/0455</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Know how to work with others in appropriate ways	1.1 Contribute to setting ground rules for working with others 1.2 Make suggestions about the role they should play in the group
2. Be able to play an active role in working as part of a group	2.1 Carry out agreed activities when working with others on a group task 2.2 Make suggestions and receive feedback appropriately 2.3 Ask for or offer help when required
3. Review their role in the group	3.1 Review their work with others 3.2 Identify how they contributed to the group

	<p>3.3 Identify what went well and areas they could improve in working with others</p>
<p><b>Mapping to Functional Skills</b>  <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b></p> <p><b>Speaking and Listening</b></p> <p><b>Entry 2</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations</li> </ul> <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>• Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Take full part in formal and informal discussions/exchanges</li> </ul>	

## Supporting Unit Information

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K/502/0455 Working as part of a group - Entry 3

### Indicative Content

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#### **Learning Outcome 1. Know how to work with others in appropriate ways**

Ground rules for working with others – these should be negotiated with the group.

Could include:

- Respecting Others' Contributions
- Listening To Everyone In Group
- Asking For And Valuing Everyone's Opinion
- Encouraging Everyone To Contribute To Group Decisions
- Helping And Supporting Others
- Completing Agreed Tasks On Time

Making suggestions about the role they should play in the group suggests some negotiation.

Could be specific practical job, but could also include joint activities such as working with others in a supportive way, asking for help etc.

#### **Learning Outcome 2. Be able to play an active role in working as part of a group**

Negotiation follows through in the activity

Need to look for best practice as follows:

- Show to respect others by listening to ideas of other group members without interrupting, agreeing group decisions, following decisions of group
- Contribute to group decisions: by offering own ideas, suggesting solutions to problems faced by group, suggesting a better way of doing something
- Respond positively to feedback from other group members by accepting advice from
- other group members, accepting help from other group members
- Complete own task on time to satisfactory standard
- Help other group members by showing others how to do something/helping others to complete their task

- Ask for or offer help when required – This could be other group members and or other people supporting the group

### **Learning Outcome 3. Review their role in the group**

Review personal involvement regarding

- Work with others
- Contribution to the group
- What went well
- Areas they could improve

### **Teaching Strategies And Learning Activities**

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Delivery could be linked to other units to provide a context for the group activity

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be supported to understand about the ground rules needed for group-work and their participation in setting ground rules for their group-work task. These could be captured on posters, or stored in IT files. Group discussion will help learners recognise their own role in the group. Checklists could be drawn up to reflect the roles and skills which group members will perform. These could aid review

Learners will need to be given the opportunity to carry out their agreed tasks and demonstrate that they are able to ask for help, make suggestions, offer help to others and receive feedback to complete their tasks if necessary.

It is suggested that groups are not too large (approx 3-6 people). The task agreed could come from a prepared list of options presented to the learners, or be a freer group choice. Groups need to be supported to ensure that the task is manageable, achievable and matches the skills and interests of group members.

When learners are reviewing their performance, they will need guidance to

determine what aspects of the task were successful and identify improvements for their group work skills. Peer feedback could be used to inform personal reflection if this was appropriate to the group. Recordings of performance in meetings and performing activities could also be useful to review performance if appropriate. These would also be useful for evidence of achievement.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Peer assessment

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to



assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

The individual learner's role must be properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Working towards Goals

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<b>Unit Reference</b>	<b>D/502/0453</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To help the learner to understand how to identify and work towards goals appropriately
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Be able to identify goals	1.1 State their strengths and what they need to improve  1.2 Identify an appropriate short-term goal to work towards  1.3 Agree the goal with an appropriate person
2. Be able to plan how to meet their agreed goal	2.1 Identify what needs to be done to work towards the goal  2.2 Identify sources of support to help achieve their goal  2.3 Say what the deadlines are for achieving the goal
3. Follow a plan to achieve an agreed goal	3.1 Carry out activities to achieve the goal  3.2 Review their progress towards achieving the goal

	3.3 Identify whether the goal has been achieved
<p><b>Mapping to Functional Skills</b>  <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b></p> <p><b>Speaking and Listening</b></p> <p><b>Entry 2</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations</li> </ul> <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>• Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Take full part in formal and informal discussions/exchanges</li> </ul>	

## Supporting Unit Information

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D/502/0453 Working towards goals - Entry 3

### Indicative Content

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#### **Learning Outcome 1. Be able to identify goals**

Strengths and weaknesses: identifying own personal skills and qualities gained from education, work experience and other life experiences.

Could include:

- Computer Skills
- Numeracy/Literacy
- Communication Skills
- Listening Skills
- Ability To Relate To Others
- Assertiveness
- Reliability
- Trustworthiness
- Patience
- Friendliness
- Team Working Skills

Short-term goals – things that could be achievable in a recognised timescale. Also look for achievable. Could include:

- Improving Numeracy/Literacy/IT Skills
- Improve Punctuality At School, College Or Work
- Developing Specific Communication/Social Skills
- Healthier Lifestyle

Appropriate person – Could be careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician

#### **Learning Outcome 2. Be able to plan how to meet their agreed goal**

Activities to work towards the agreed goal could be:

- Attending training on offer by employer; job centre, college, school
- Creating an agreed plan with staff
- Keeping a diary of events;

- Peer and self-assessment
- Creating a code of conduct
- Agree rights and responsibilities

Sources of support -people and other resources

- People - careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach
- Other resources eg the internet, library books

Specify timescale for short-term goal

### **Learning Outcome 3. Follow a plan to achieve an agreed goal**

Activities to work towards the agreed goal could be

- Attending Training On Offer By Employer; Job Centre, College, School
- Creating An Agreed Plan With Staff
- Keeping A Diary Of Events;
- Peer And Self-Assessment
- Creating A Code Of Conduct
- Agree Rights And Responsibilities

Review progress at end of timescale. Could involve

- Discussion With Peers And Others
- Diary Reflection
- Checklists And Questionnaires
- Possibly Include Next Actions

## **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit

outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Community Action

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<b>Unit Reference</b>	<b>M/502/0473</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To encourage learners to participate in local community activities and understand the benefits of these activities for themselves and the community
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
1. Demonstrate an understanding of the role that community groups play	1.1 Describe two different community groups and their activities  1.2 State why these groups are important for the community
2. Demonstrate their involvement in community activities	2.1 Contribute to activities within the community  2.2 Explain how the activities benefit themselves and the community  2.3 With others plan further activities to continue/maintain benefits to the community



## **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

### **Speaking and Listening**

#### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

#### **Level 1**

- Take full part in formal and informal discussions/exchanges

#### **Level 2**

- Make a range of contributions to discussions and make effective presentations in a wide range of contexts

## Supporting Unit Information

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M/502/0473 Community Action - Level 1

### Indicative Content

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#### **Learning Outcome 1. Demonstrate an understanding of the role that community groups play**

Explore local community groups in general and their purpose. Could include:

- Neighbourhood Watch
- Friends Of The Local School Or Hospital
- Parent And Toddler Group
- Church Groups
- Environmental Groups
- Charity

Roles of community groups – Could be general e.g.

- Faith groups
- Self-help groups
- Neighbourhood groups
- Pressure groups
- Environmental groups

Look at specific aims by:

- Finding out the aims
- Importance to the community
- Investigating benefits to the community
- Social benefits
- Environmental benefits

State why these groups are important for the community:

- Increases sense of belonging to a community
- Gets people meeting each other
- People working together can get a job done more efficiently
- Provides information or services people need;
- Raises money for improvements or services not funded by the

government

- Makes an area safer or more pleasant for the users

## **Learning Outcome 2. Demonstrate their involvement in community activities**

Learners need to participate in more than one activity. These could be one off activities or on going. Learner's involvement needs to be appropriate for the individual. Examples of activities are:

- Going to a group meeting
- Joining in a sponsored walk
- Helping to serve refreshments at an event
- Making items to sell for fundraising
- Helping to clean up a public area

Recognition of what these means to others could be those involved in the activity directly, or the community at large, depending on the activity.

Also look at benefits to self. Think of self-worth and skill/knowledge development

## **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners need to be supported to recognise the contributions they can make towards improving their community and the benefits this will have for themselves, others and the environment.

They will need to find out about a local community group and what it does within the community. Centres may wish to explore with learners a range of community groups through visits to organisations

- Speakers
- Notices in shops and other public places
- Searching on the internet
- Asking at the local library

- Looking at leaflets/brochures
- Asking other people

They will be helped to develop their skills by taking part in a practical community activity and will be encouraged to identify the benefits of this activity to others. Learners could choose an organisation to work with, or the centre could provide the link and the activity. Learners could work as a group with other learners. They will need to record their participation.. They could gather feedback either oral or written on their contribution to activities.

Group and individual discussion will be important.

The learning for this unit needs to be practical. Learners will need to ensure that they gather evidence of their involvement

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements

- Taped evidence (video or audio)
- Photographic evidence
- Logbook
- Diary

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

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Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed declaration of authenticity (this document is available on the abc web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Developing Self

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<b>Unit Reference</b>	<b>K/502/0469</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Take an active role in their self-development	1.1 Describe personal strengths or abilities 1.2 Select an area for self-development 1.3 Explain why this area is important for their self-development
2. Be able to plan for their self-development	2.1 Prepare a plan for their identified area of self-development 2.2 List activities, targets and timelines for their self-development 2.3 Plan how to review progress towards achieving their targets 2.4 Work through the agreed plan

3. Review their self-development and plan for the future	<div data-bbox="632 226 1299 264" data-label="Text"> <p>3.1 Review their self-development plan</p> </div> <div data-bbox="632 315 1398 398" data-label="Text"> <p>3.2 Suggest improvements and amendments to the plan</p> </div> <div data-bbox="632 450 1385 533" data-label="Text"> <p>3.3 Explain how they will continue with their self-development in the future</p> </div>
<div data-bbox="189 620 1324 745" data-label="Text"> <p><b>Mapping to Functional Skills</b>  <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b></p> </div> <div data-bbox="189 797 612 835" data-label="Section-Header"> <p><b>Speaking and Listening</b></p> </div> <div data-bbox="189 842 322 880" data-label="Section-Header"> <p><b>Entry 3</b></p> </div> <div data-bbox="189 887 1361 969" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges</li> </ul> </div> <div data-bbox="189 1066 319 1104" data-label="Section-Header"> <p><b>Level 1</b></p> </div> <div data-bbox="189 1111 1235 1149" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Take full part in formal and informal discussions/exchanges</li> </ul> </div> <div data-bbox="189 1155 322 1193" data-label="Section-Header"> <p><b>Level 2</b></p> </div> <div data-bbox="189 1200 1307 1283" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Make a range of contributions to discussions and make effective presentations in a wide range of contexts</li> </ul> </div>	

## Supporting Unit Information

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K/502/0469 Developing Self - Level 1

### Indicative Content

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#### **Learning Outcome1. Take an active role in their self-development**

Learners to identify a minimum of one strength/ability and one area for self-development

Could be:

- Communication skills - speaks clearly/uses more than one language/good listener
- Practical skills - good at cooking/good at drawing/it skills/good with animals;
- Personal qualities – reliable/punctual/confident/tolerant/even tempered/ friendly/helpful/ persistent/understanding/calm etc

They need to think about how they could develop a personal skill or behaviour and why

#### **Learning Outcome 2. Be able to plan for their self-development**

Action plan target to work towards. Make sure that this is achievable and that they know what is required to achieve the target. This needs to include support and resources needed which could be both internal and/or external.

Consider how and when review will take place.

Consider how to monitor progress, e.g. logbook, diary

Work through activities to develop the agreed skill or behaviour.

Activities to develop the agreed skill or behaviour should be conducted over a period of time to allow for development

#### **Learning Outcome 3. Review their self-development and plan for the future**

Reviewing self-development plans – Consider:

- Overall Achievement - Was Final Goal Achieved?'
- Progress Made
- Effectiveness Of Planning – Were Timescales Kept To?



- How Could Planning Have Been Improved
- Factors Contributing To Successes
- Factors Which Hindered Achievement
- How Experiences Could Be Used To Develop Further

Future planning – consider further goals. Could be short, medium or long term.

## **Teaching Strategies And Learning Activities**

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Learning for this unit can be linked to other units to be assessed within an activity such as working with community organisations.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be supported in

- Carrying Out An Analysis Of Their Personal Strengths, Abilities And Behaviours
- Setting A Target
- Planning Strategies To Develop Their Skill Or Behaviour And Work
- Developing An Agreed Skill Or Behaviour
- Reviewing Their Own Progress In Self-Development

Time for one to one discussion is important here. Learners could discuss their strengths etc with tutors, employers, line managers or peers to identify areas for self-development.

Use could be made of case studies of different people such as nurses/firefighters/sports personalities to explore the concept of personal skills, qualities and abilities along with group discussion.

The concept of weakness can be a sensitive area. Again case studies as above could focus on weakness to highlight that everyone has areas for improvement.

These case studies could come from visits out, visitors in, video, internet etc.

Reflection on personal development will require learners to confront perceived weaknesses and with guidance, devise coping mechanisms and strategies to overcome them through appropriate activities. Having undertaken the activities, learners will review their own progress and make decisions about how to continue self-development. It may be useful for learners to record their progress as they undertake activities by using reflective diaries, logs etc.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Logbook
- Diary

\*The most appropriate evidence for the unit and the learner should be

used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

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All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Dealing With Problems in Daily Life

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<b>Unit Reference</b>	<b>L/502/0464</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Know how to recognize a straightforward problem and identify ways to tackle it	<p>1.1 Describe a straightforward problem and describe its effects</p> <p>1.2 Suggest ways in which they might tackle the problem</p> <p>1.3 Select a way to tackle the problem and agree it with an appropriate person</p>
2. Be able to plan and carry out activities to tackle a problem	<p>2.1 Plan the activities needed to tackle the problem</p> <p>2.2 Identify resources to help tackle the problem</p> <p>2.3 Carry out planned activities</p>

<p>3. Be able to carry out a review of their methods and the skills they used in tackling the problem</p>	<p>3.1 Review the approach used to tackle the problem</p> <p>3.2 Describe what went well and what did not go so well</p> <p>3.3 Identify whether the problem has been solved</p>
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### **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

#### **Speaking and Listening**

##### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

##### **Level 1**

- Take full part in formal and informal discussions/exchanges

##### **Level 2**

- Make a range of contributions to discussions and make effective presentations in a wide range of contexts

## Supporting Unit Information

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L/502/0464 Dealing with problems in daily life - Level 1

### Indicative Content

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#### **Learning Outcome 1. Know how to recognize a straightforward problem and identify ways to tackle it**

Straightforward problem could be anything which could be faced in day to day living. Could be personal, family or community issues:

- Going shopping for food, clothing etc.
- Losing things such as mobile phone, money, travel card
- Going on a journey, making a meal etc.
- Owing money
- Being bullied
- Coursework
- Member of family losing their job
- Litter in local area

Effects of problem. Could look at:

- Personal Impact
- Impact On Others
- Immediate Impact
- Possible Future Impact

Ways to tackle problem e.g.:

- Discussion Face To Face/Phone
- Finding Out Information
- Ask Advice
- Explore Different Options
- Think About Resources Needed

Appropriate person could be tutor/supervisor or anyone appropriate for the specific problem.

#### **Learning Outcome 2. Be able to plan and carry out activities to tackle a problem**

Discuss options with appropriate people relevant to problem

Planning to identify appropriate support could be internal and external support.

Look at method/sequence/routine. Could include:

- Finding out information - telephone number/addresses/email addresses/opening hours
- Using information leaflets/library/websites
- Consulting appropriate people
- Making a telephone call/writing a letter/sending an email
- Arranging a meeting/making an appointment

Carry out plan.

Be able to recognise when need help and who to ask.

Could be from specific people –

- Family Member/Friend
- Teacher/Personal Tutor
- Police Officer
- Careers Adviser/Student Counsellor
- Help Lines

Could be from organisations –

- Citizens Advice Bureau
- GP surgeries and health centres
- Government agencies
- Voluntary organisations

### **Learning Outcome 3. Be able to carry out a review of their methods and the skills they used in tackling the problem**

- Review of the progress
- Consider actions taken and their effectiveness
- Problems which came up and were they solved
- What went well and what did not go so well
- Was the problem solved

### **Teaching Strategies And Learning Activities**

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Delivery could be linked to other units to aid and enhance delivery if appropriate e.g. Managing Own Money Level 1.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

This is a practical unit designed to enable learners to identify straightforward problems and develop a positive approach towards solving them with the support of appropriate people. Learners need to be encouraged to develop a positive can do approach to problem solving.

Learners will need to record their plans and progress in some way. They could use a logbook or a diary. This could be used as a tool to aid review as the project progresses. Learners could also record any changes they needed to make to their plans.

One to one discussion and support is important here. Group feedback could also be useful if appropriate. Learners will need support to gather and collate evidence of achievement.

As part of the review process, learners could be encouraged to set new targets as a result of the review process to be used at a later stage or to complement other units.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

---

Learners will need to provide evidence that they have achieved each of the



assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Logbook
- Diary
- Planning documents

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

## **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Environmental Awareness

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<b>Unit Reference</b>	<b>Y/502/0659</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit aims to encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
1. Demonstrate an awareness of how the actions of humans affect the environment	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
2. Demonstrate an understanding of environmental issues which affect the local area	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
3. Carry out activities	3.1 Describe activities that they can carry out

to help improve the environment in the local area	<p>to improve the local environment</p> <p>3.2 Carry out at least two activities to improve the local environment</p> <p>3.3 Describe the benefits of these activities for the local area</p> <p>3.4 Say what actions are needed to maintain improvements in the future</p>
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### **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

#### **Speaking and Listening**

##### **Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

##### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

##### **Level 1**

- Take full part in formal and informal discussions/exchanges

##### **Level 2**

- Make a range of contributions to discussions and make effective presentations in a wide range of contexts

#### **Reading**

##### **Entry 2**

- Read and understand straightforward texts

##### **Entry 3**

- Independently read and understand straightforward texts for a purpose

#### **Writing**

##### **Entry 2**

- Write short documents with some awareness of the intended audience

##### **Entry 3**

- Write documents with some adaptation to the intended audience

**Level 1**

- Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience

**Level 2**

- Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively

## Supporting Unit Information

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Y/502/0659 Environmental Awareness - Level 1

### Indicative Content

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#### **Learning Outcome 1. Demonstrate an awareness of how the actions of humans affect the environment**

Human behaviour which harms the environment – could be personal e.g. litter, leaving lights on, leaving equipment on standby, wasting water or more general e.g. packaging, importing food long distance, pollution

Identify a human behaviour which helps the environment –recycling, growing own food, using public transport, bike, walking etc.

Awareness raising – look at existing campaigns and their use of different methods

- Leaflets
- Mail Shots
- Articles in magazines/newspapers
- TV/radio
- Charity collections
- Meetings
- Speakers

#### **Learning Outcome 2. Demonstrate an understanding of environmental issues which affect the local area**

Environmental issues in local area.

Can be in immediate local area, eg college, school, street, or village/town/city

Use sources to research issue and how it is being dealt with.

How affects their life – aim here at the more direct effects. Could if appropriate look into the future

#### **Learning Outcome 3. Carry out activities to help improve the environment in the local area**

Activities can be decided by learner, or group of learners

Review effectiveness of actions.

## Teaching Strategies And Learning Activities

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Learning for this unit can be linked to other units as appropriate

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

There is opportunity here for visits out and for visitors to come to talk to learners. Learners will need to explore issues and make use of information from a variety of sources.

Their involvement in activities will need to be agreed with learners who should be clear on what their role is and what evidence they will need to produce. Timescales need to be agreed so that they are achievable.

## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes

- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.



## Healthy Living

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<b>Unit Reference</b>	<b>F/502/0476</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
1. Understand the importance of leading a healthy lifestyle	1.1 Describe the key elements of a healthy lifestyle  1.2 Explain why a healthy lifestyle is important
2. Demonstrate how they contribute to own healthy lifestyle	2.1 Select and carry out activities which contribute to a healthy lifestyle
3. Review the activities undertaken to maintain a healthy lifestyle	3.1 Carry out a review of their activities  3.2 Describe what went well and areas for improvement  3.3 Describe how the activities have improved their lifestyle

	3.4 Suggest further activities which could contribute to a healthy lifestyle
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**Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

**Speaking and Listening****Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

**Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

**Level 1**

- Take full part in formal and informal discussions/exchanges

**Level 2**

- Make a range of contributions to discussions and make effective presentations in a wide range of contexts

**Reading****Entry 2**

- Read and understand straightforward texts

**Entry 3**

- Independently read and understand straightforward texts for a purpose

**Level 1**

- Read and understand a range of texts

**Level 2**

- Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions

**Writing****Entry 3**

- Write documents with some adaptation to the intended audience

**Level 1**

- Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience

**Level 2**

- Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively

## Supporting Unit Information

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F/502/0476 Healthy Living - Level 1

### Indicative Content

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#### **Learning Outcome 1. Understand the importance of leading a healthy lifestyle**

Healthy lifestyle link to diet and exercise. Could look at:

- What constitutes a healthy diet
- Types of exercise appropriate to learner
- Effects of smoking/alcohol/drugs etc

Importance of a healthy lifestyle. Consider:

- Effects of a poor diet
- Possible personal hygiene problems
- Poor level of fitness
- Poor mobility in later life
- Effects of substance abuse on health
- Importance of regular medical or dental checkups
- Knowing who to approach or help and advice

#### **Learning Outcome 2. Demonstrate how they contribute to own healthy lifestyle**

Activities to improvement to their lifestyle could link to any of the above.

Needs to be something that the learner can do. Need to think about:

- Present health and activities
- How much time will it take
- Will it cost money
- Is any help needed to carry it out
- Planning needed to take part

#### **Learning Outcome 3. Review the activities undertaken to maintain a healthy lifestyle**

- Did the activity go to the plan
- Were any changes or mistakes made
- What could be done to improve the plan if it were repeated

- What impact have activities had on lifestyle e.g. Changing eating habits
- What will they do in the future

## **Teaching Strategies And Learning Activities**

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This unit relates directly to the individual

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to recognise the steps they need to take in order to live a healthy lifestyle. This will include

- Factors affecting personal health e.g. Sensible eating, sleep, exercise, keeping clean, dental care and personal safety
- Own daily activities and practical ways in which they can contribute to their own healthy lifestyle

This could include general discussions, case studies or excerpts from appropriate, TV programmes, use of appropriate web sites

Learners will need to be given the opportunity to take part in activities, to demonstrate what they have learned about healthy living. These could include

- Simple, practical food preparation activities
- Producing visual examples of healthy meals
- Categorise examples of foods into those that are good for you and those that are less good for you
- Recording the amount of exercise and sleep taken each day
- Discussions to identify the benefits to health
- Taking part in practical sports and fitness activities

One to one discussion and support is important here. The activities chosen ideally need to take place over a period of time. This will depend on the activities chosen and the individual learner.

Learners could create posters, diagrams or cartoons to illustrate some of the issues. DVD or video programmes can sometimes be borrowed from the local health authority health promotion units. These have resources which can be used which include visual material. Visits could be arranged to dental hygienists, doctors' surgeries or chemist shops where learners could be given relevant information.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Logbook
- Diary

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

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All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Individual Rights And Responsibilities

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<b>Unit Reference</b>	<b>K/502/0472</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To raise the learner's awareness of their rights and responsibilities as an individual
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
1. Understand their individual rights	<p>1.1 Give examples of their rights as an individual</p> <p>1.2 Give examples of barriers which may prevent the exercise of their rights</p> <p>1.3 Identify sources of support and information about rights and responsibilities and describe how these could help</p>
2. Understand their individual responsibilities	<p>2.1 Identify their responsibilities to themselves</p> <p>2.2 State their responsibilities to others</p> <p>2.3 Demonstrate how they take responsibility for themselves</p>



## **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

### **Speaking and Listening**

#### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

#### **Level 1**

- Take full part in formal and informal discussions/exchanges

#### **Level 2**

- Make a range of contributions to discussions and make effective presentations in a wide range of contexts

### **Reading**

#### **Entry 3**

- Independently read and understand straightforward texts for a purpose

#### **Level 1**

- Read and understand a range of texts

### **Writing**

#### **Entry 3**

- Write documents with some adaptation to the intended audience

#### **Level 1**

- Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience

#### **Level 2**

- Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively

## Supporting Unit Information

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K/502/0472 Individual Rights and Responsibilities - Level 1

### Indicative Content

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#### **Learning Outcome 1. Understand their individual rights**

Individual rights – Could be:

- Rights defined by law, e.g. Health and Safety at Work, Equal Pay, Sales of Goods Act etc
- Human Rights – not all covered by law e.g. respect, clean and safe food and water, access to education, protection from harm, right to vote, right to express opinion

Barriers to exercising rights – Could be:

- Don't know what own rights are
- Are powerlessness eg small child, elderly person or vulnerable adult
- May be overwhelmed by stronger people
- Legal and moral rights are not necessarily respected by other individuals or organisations
- Financial eg can't afford a solicitor can't get legal aid
- Not all countries recognise human or children's rights
- Situations where own rights conflict with other people's

Sources of support: legal eg solicitors, courts, police; statutory bodies eg social services, local council; charities and other sources of advice or help eg Citizens Advice Bureau, local councillor, local Member of Parliament, Amnesty International, ChildLine, Trade Union

Help with their rights or responsibilities. - Could look at:

- Individuals who could help
- Organisations eg CAB, Trade Unions, charities etc

#### **Learning Outcome 2. Understand their individual responsibilities**

Individual responsibility Could be again linked to laws such as Health and Safety, but could be more general:

- Knowing own rights
- Getting appropriate information

Responsibilities to others:

- Abiding by the law
- Following health and safety procedures at work
- Respecting the rights of others
- Helping others to protect their rights
- Reliability when working with others

## **Teaching Strategies And Learning Activities**

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This unit relates directly to the individual and their experience wherever possible. Can be set in a wide variety of settings e.g. link to a group activity or social issues. It could also possibly be work based.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will be supported to develop a basic knowledge of the human and legal rights they have as individuals and some of the responsibilities they have for themselves

They will also develop a knowledge of where to get help in exercising their rights and responsibilities. Learners' own experiences can be a good starting point.

Learning can be set in a wide variety of settings e.g. link to a group activity or social issues. It could also possibly be work based. Scenarios or case studies could be used to stimulate discussion. Learners could be provided examples of rights and ask the learners to match up the corresponding responsibilities. Newspapers, TV and internet can be used to highlight issues of rights and responsibilities. This would broaden things out from their own experiences.

One to one discussion and support is important here. Group discussion could also be used here.

Deliverers could involve visitors from appropriate external agencies such as Citizens Advice, Bureau or community police.

## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### Minimum requirements when assessing this unit

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

---

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Displays

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

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### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Managing Own Money

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<b>Unit Reference</b>	<b>R/502/0479</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Understand how to plan a personal budget	<p>1.1 Prepare a personal budget plan which includes key information on income and expenditure</p> <p>1.2 Use appropriate calculations when preparing the budget plan</p>
2. Understand how to manage their personal finances	<p>2.1 Identify relevant financial organizations which can provide information on current accounts, savings and loans</p> <p>2.2 Identify an account to suit their purpose and say why it is appropriate</p>
3. Know how to carry out transactions	<p>3.1 Identify a range of ways in which purchases can be paid for</p> <p>3.2 Carry out two different types of transaction</p>

	3.3 Use appropriate calculations and checking procedures during transactions
<p><b>Mapping to Functional Skills</b></p> <p><b>Activities could be devised to develop the following Functional Skills when delivering this unit</b></p> <p><b>Speaking and Listening</b></p> <p><b>Entry 2</b></p> <ul style="list-style-type: none"> <li>Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations</li> </ul> <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Take full part in formal and informal discussions/exchanges</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Make a range of contributions to discussions and make effective presentations in a wide range of contexts</li> </ul> <p><b>Mathematics</b></p> <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>Understand practical problems in familiar and accessible contexts and situations</li> <li>Begin to develop own strategies for solving simple problems</li> <li>Select and apply mathematics to obtain answers to simple given practical problems that are clear and routine</li> <li>Interpret and communicate solutions to practical problems in familiar contexts and situations</li> <li>Use simple checking procedures</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>understand practical problems in familiar and unfamiliar contexts and situations, some</li> <li>of which are non-routine</li> <li>identify and obtain necessary information to tackle the problem</li> <li>select and apply mathematics in an organised way to find solutions to practical problems for different purposes</li> <li>use appropriate checking procedures at each stage</li> </ul>	

## Supporting Unit Information

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R/502/0479 Managing own money - Level 1

### Indicative Content

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#### **Learning Outcome 1. Understand how to plan a personal budget**

Source(s) of income – earned/unearned. Could look at weekly/monthly

Could include:

- Earnings
- Education Maintenance Allowance (EMA)
- Allowance from parents

Items they need to spend money on – could include personal items. Could look at essential and non-essential if appropriate

Could include:

- Lunches
- Bus Fares
- Magazine
- Drinks
- Stationery
- Accommodation
- Entertainment
- Services

Balancing income with expenditure. – Consider:

- Weekly, monthly and annual expenditure
- What they need to save for - presents, holidays, furniture, replacement of electrical
- Budgeting for emergencies - illness, accidents, equipment breakdown
- Ways to save money - two for one offers, money off vouchers, bulk buy, cycle to work

#### **Learning Outcome 2. Understand how to manage their personal finances**

Financial advice - banks, building societies, insurance companies, financial advisers, Citizens Advice Bureau; government website e.g. Direct.gov; loan companies



Managing personal finances: current account, regular payments spread over year by direct debit, savings account, tax free account, regular savings account, fixed-rate bonds, pension, insurance policies, loan, investment e.g. shares

### **Learning Outcome 3. Know how to carry out transactions**

Different ways of paying for items – cash, cheque, debit card, credit card/store card

Paying for an item – could involve cash payment and possibly one other e.g. cheques, debit card, credit card, store card

Calculations when paying for items – if using cash can calculate amount needed and change

Could calculate multiple item costs etc

### **Teaching Strategies And Learning Activities**

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This is a very practical unit and should relate to an individual's actual life as much as possible.

Delivery could be linked to other units to aid and enhance delivery if appropriate e.g. Dealing with Problems in Daily Life Level 1.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to identify their weekly income, identify the items they will need to spend money on and use this information to prepare a simple, weekly budget plan. One to one discussion and support is important here. Group discussion could also be used. Prepared checklists could be used to help learners identify expenditure and income

They will need to identify different methods of paying for purchases and practise using simple calculations when making a purchase. Real and simulated situations could be used to practice.

## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

---

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of

the witness/observer and be signed and dated.

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### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Managing Social Relationships

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<b>Unit Reference</b>	<b>D/502/0470</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To encourage learners to use appropriate behaviours when interacting with others in social situations
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
1. Understand how to interact with others in a range of social situations	<p>1.1 Identify at least two social situations in which they may need to interact with others</p> <p>1.2 Identify positive behaviours which can be used when interacting with others</p> <p>1.3 Explain why it is important to use positive behaviours when interacting with others</p>
2. Demonstrate how to interact with others in a range of social situations	<p>2.1 Take an active role in exchanges on different topics, with one or more people</p> <p>2.2 Use a range of appropriate behaviours when participating in the exchanges</p> <p>2.3 Use appropriate formal and informal communication techniques</p>

## **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

### **Entry Level Speaking and Listening**

#### **Entry 2**

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

#### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

#### **Level 1**

- Take full part in formal and informal discussions/exchanges

#### **Level 2**

- Make a range of contributions to discussions and make effective presentations in a wide range of contexts

## Supporting Unit Information

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D/502/0470 Managing social relationships - Level 1

### Indicative Content

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#### **Learning Outcome 1. Understand how to interact with others in a range of social situations**

Range of situations in which they may need to interact with individuals and groups to be considered. Think with peer group, different age groups, family, friends etc.

Could be formal or more formal

Positive behaviours which can be used when interacting with others. Think how may need to adapt behaviours with different people and age groups and why

Appropriate behaviours – verbal and nonverbal such as

- Taking part actively
- Paying attention when people are speaking e.g. Nodding, smiling
- Beginning the exchange with an appropriate greeting
- Ending the exchange appropriately
- Speaking at the right volume
- Being polite;
- Making eye contact
- Appropriate language with familiar and unfamiliar people

#### **Learning Outcome 2. Demonstrate how to interact with others in a range of social situations**

Need to apply theory from LO1

Could involve:

- Having a conversation with the tutor about own progress
- Discussing a topic currently in the news with peers
- Asking for help and advice in a shop

Practising skills for social interactions such as:

- Picking a topic that is of interest

- Making appropriate contributions
- Asking and answering questions expressing opinions/clarify information/request further information
- Being sensitive to the views and opinions of others
- Giving opinions/preferences etc.
- Respecting others by not interrupting others when they are talking
- Avoiding tones of voice or gestures that may be seen as rude or aggressive

## **Teaching Strategies And Learning Activities**

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Delivery could be linked to other units to aid and enhance delivery if appropriate e.g. Dealing with Problems in Daily Life Level 1, Managing own Money Level 1.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be supported to improve their social interactions with others. They should develop skills which will enable them to

- Express their own opinions
- Show respect for the views of others
- Recognise and use appropriate positive behaviours

Group discussions could be used to gather and shape the learners' ideas on appropriate behaviours to use in various social situations and how to express opinions sensitively.

Board games, puzzles, and quizzes could be used to develop skills in asking and answering questions

Learners will need to practice interactions prior to assessment. Role play could be used. Recording interactions for feedback could be used if appropriate.

Cultural diversity within the group, or visiting speakers from outside, could

be used to help learners to recognise cultural and other differences in social norms. Appropriate TV programmes or advertisements or other examples could be used to stimulate discussion about respecting the views and opinions of others, whilst contributing your own.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.



Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Preparation for Work

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<b>Unit Reference</b>	<b>J/502/0477</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
1. Understand how own skills and qualities relate to those needed for working life	1.1 Describe personal and employability skills and qualities which employees need  1.2 Describe their own skills, qualities and achievements  1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace  1.4 Suggest areas for improvement
2. Research personal career opportunities	2.1 Find out about a range of potential job roles which interest them  2.2 Match their skills, qualities and

	<p>achievements to a potential job role</p> <p>2.3 Identify and prepare key information needed for an application or interview</p>
<p><b>Mapping to Functional Skills</b>  <b>Activities could be devised to develop the following Functional Skills when delivering this unit</b></p> <p><b>Speaking and Listening</b></p> <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Take full part in formal and informal discussions/exchanges</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Make a range of contributions to discussions and make effective presentations in a wide range of contexts</li> </ul> <p><b>Reading</b></p> <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>Independently read and understand straightforward texts for a purpose</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Read and understand a range of texts</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.</li> </ul> <p><b>Writing</b></p> <p><b>Entry 3</b></p> <ul style="list-style-type: none"> <li>Write documents with some adaptation to the intended audience</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively</li> </ul>	

## Supporting Unit Information

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J/502/0477 Preparation for work - Level 1

### Indicative Content

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#### **Learning Outcome 1. Understand how own skills and qualities relate to those needed for working life**

Personal skills and qualities which employees need –look at range of basic skills being asked for e.g.

- 1.1 Punctual
- 1.2 Reliable
- 1.3 Trustworthy
- 1.4 Co-operative
- 1.5 Flexible
- 1.6 Willingness
- 1.7 Supportive
- 1.8 Team worker
- 1.9 Conscientious
- 1.10 Communication Skills – oral and written
- 1.11 Numeracy Skills
- 1.12 Able to follow instructions
- 1.13 Telephone skills
- 1.14 Customer Service skills
- 1.15 Manage money

Own personal skills and qualities – Look at any matches with what employers are looking for.

Look at areas for improvement

#### **Learning Outcome 2. Research personal career opportunities**

Suitable job role which interests them – via research. Could use:

- IT packages to match interests/skills/knowledge and understanding to jobs etc.
- Newspapers for adverts
- Interview with careers advisor
- Work placement

Key personal information needed to apply for such a job role –  
Think about

- 2.1 Personal details
- 2.2 Education and qualifications
- 2.3 Employment history
- 2.4 Other achievements, interests and hobbies

Preparing key information could include:

- 3.1 Simple paper or online application forms
- 3.2 Simple letter of application
- 3.3 Practise answering straightforward interview questions
- 3.4 Making a basic portfolio

## **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners will need to be encouraged to explore some of the skills and qualities which employees need and be helped to identify their own skills and personal qualities. They will find out about possible job roles and be guided to identify a potentially suitable job role.

Learners will be supported to identify their own personal skills and qualities. They could

- Check off a prepared list of skills relevant to themselves
- List skills gained from education and other life experiences,
- Complete questionnaires or quizzes

Learners will need to be involved in some research in this unit. This can be done in a variety of ways, using visits out, visitors in, IT searches etc. Links with the Connections service and other agencies dealing with careers advice could be made. They could look at job advertisements to identify the skills and qualities needed, and use work experience or simulations to identify skills and qualities needed for employment.

The key information needed for applications and interviews can be developed using role play, simulated interviews, dummy application forms, creating a portfolio of evidence to take to interview, templates for creating simple CVs or supporting learners in making real applications, for example for part time, voluntary work.

The support given to learners will depend on individual need

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Application forms
- CV's

\*The most appropriate evidence for the unit and the learner should be

used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Working As Part Of A Group

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<b>Unit Reference</b>	<b>R/502/0465</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	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>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
1. Understand how to contribute to working as part of a group in appropriate ways	1.1 Suggest appropriate ground rules for working with others  1.2 Contribute to the planning of group and individual activities
2. Demonstrate how to work as an effective group member	2.1 Work with others in a positive way to carry out individual and group activities  2.2 Make suggestions appropriately  2.3 Deal with instructions appropriately  2.4 Deal with feedback appropriately  2.5 Support others and ask for support when required



3. Review the group's progress and their contribution to it	<p>3.1 Review the progress the group has made in working together</p> <p>3.2 Describe how they contributed to the work of the group</p> <p>3.3 Describe what went well and what went less well</p> <p>3.4 Suggest how they could improve their skills in working with others</p>
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### **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

#### **Entry Level Speaking and Listening**

##### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

##### **Level 1**

- Take full part in formal and informal discussions/exchanges

##### **Level 2**

- Make a range of contributions to discussions and make effective presentations in a wide range of contexts

## Supporting Unit Information

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R/502/0465 Working as part of a group - Level 1

### Indicative Content

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#### **Learning Outcome 1. Understand how to contribute to working as part of a group in appropriate ways**

Ground rules for working with others – these should be negotiated with the group.

Could include:

- Respecting others' contributions
- Listening to everyone in group
- Asking for and valuing everyone's opinion
- Encouraging everyone to contribute to group decisions
- Helping and supporting others
- Completing agreed tasks on time

Planning:

- Making suggestions about the role they should play in the group suggests some negotiation
- Recognise own skills and those of others
- Thinks of resources needed, timescales etc
- Could be specific practical job, but could also include joint activities such as working with others in a supportive way, asking for help etc.

#### **Learning Outcome 2. Demonstrate how to work as an effective group member**

Negotiation follows through in the activity

Need to look for best practice as follows

- Show to respect others by listening to ideas of other group members without interrupting, agreeing group decisions, following decisions of group
- Contribute to group decisions: by offering own ideas, suggesting solutions to problems faced by group, suggesting a better way of doing something
- Respond positively to feedback from other group members by accepting advice from
- other group members, accepting help from other group members

- Complete own task on time to satisfactory standard
- Help other group members by showing others how to do something/helping others to complete their task
- Ask for or offer help when required – This could be other group members and or other people supporting the group.

### **Learning Outcome 3. Review the group's progress and their contribution to it**

Group progress regarding:

- Contributed of all members
- Individual strengths recognised
- Communication skills developed
- Learning to trust one another

Review personal involvement regarding:

- Work with others
- Contribution to the group
- What went well
- Skills they could improve

Things that went well:

- Was the aim met
- Were all aspects of task completed,
- Was the task completed in the timeframe agreed
- Were things completed to a good standard

Consider issues which didn't go so well

Could be internal issues or external

### **Teaching Strategies And Learning Activities**

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Delivery could be linked to other units to provide a context for the group activity

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support

mechanisms put in place.

Learners will need to be supported to understand about the ground rules needed for group-work and their participation in setting ground rules for their group-work task. These could be captured on posters, or stored in IT files. Planning will need to be recorded. Group discussion will help learners recognise their own role in the group. Checklists could be drawn up to reflect the roles and skills which group members will perform. These could aid review

Learners will need to be given the opportunity to carry out their agreed tasks and demonstrate that they are able to ask for help, make suggestions, offer help to others and receive feedback to complete their tasks if necessary.

It is suggested that groups are not too large. Groups need to be supported to ensure that the task is manageable, achievable and matches the skills and interests of group members.

When learners are reviewing their performance, they will need guidance to determine what aspects of the task were successful and identify improvements for their group work skills. Peer feedback could be used to inform personal reflection if this was appropriate to the group. Recordings of performance in meetings and performing activities could also be useful to review performance if appropriate. These would also be useful for evidence of achievement.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
- Oral/Written questions and answers
- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Logbook
- Diary

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

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## **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Working towards Goals

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<b>Unit Reference</b>	<b>J/502/0463</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To help the learner to understand how to identify and work towards goals appropriately
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
1. Be able to identify and explain their goals	1.1 Describe own strengths and what they need to improve 1.2 Identify at least one goal which is important for their development 1.3 Explain why achieving this goal is important 1.4 Agree the goal with an appropriate person
2. Prepare an action plan to meet their goal	2.1 Identify the activities needed to work towards the goal 2.2 Identify timescales and deadlines for the achievement of the goal 2.3 Identify the resources needed to support them in achieving the goal

3. Be able to review progress towards achieving their goal	<div data-bbox="632 230 1342 315"> 3.1 Follow the activities outlined in the action plan </div> <div data-bbox="632 365 1382 450"> 3.2 Regularly review the activities and outcomes with an appropriate person </div> <div data-bbox="632 499 1374 584"> 3.3 Identify what has been achieved and what still needs to be done </div> <div data-bbox="632 633 1382 719"> 3.4 Amend the action plan to reflect their progress </div>
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### **Mapping to Functional Skills**

**Activities could be devised to develop the following Functional Skills when delivering this unit**

#### **Entry Level Speaking and Listening**

##### **Entry 3**

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

##### **Level 1**

- Take full part in formal and informal discussions/exchanges

##### **Level 2**

- Make a range of contributions to discussions and make effective presentations in a wide range of contexts



## Supporting Unit Information

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J/502/0463 Working towards goals - Level 1

### Indicative Content

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#### **Learning Outcome 1. Be able to identify and explain their goals**

Strengths and weaknesses: identifying own personal skills and qualities gained from education, work experience and other life experiences.

Could include:

- Computer skills
- Numeracy/literacy
- Communication skills
- Listening skills
- Ability to relate to others
- Assertiveness
- Reliability
- Trustworthiness
- Patience
- Friendliness
- Team working skills
- Time management
- Organisational skills

Goals – things that could be achievable in a recognised timescale. Also look for achievable. Could include:

- Improving numeracy/literacy/IT skills
- Improve punctuality at school, college or work
- Developing specific communication/social skills
- Healthier lifestyle
- Preparing for paid or volunteer work

Importance of achieving goal - Could include:

- Improved life chances and opportunities
- Increased self-esteem/confidence
- Increasing options in work, education and social life

- Improved health and wellbeing
- Improved earnings
- Build relationships existing and new

Appropriate person – Could be careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician

## **Learning Outcome 2. Prepare an action plan to meet their goal**

Activities to work towards the agreed goal could be:

- Attending training on offer by employer; job centre, college, school
- Planning application for paid/voluntary employment
- Creating an agreed plan with staff
- Keeping a diary of events;
- Peer and self-assessment
- Creating a code of conduct
- Agree rights and responsibilities

Sources of support -people and other resources:

- People - careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach
- Other resources eg the internet, library books

Timescales and deadlines Need to be realistic, setting specific timescale to achieve goal

Resources:

people - careers adviser, job centre, tutor, support staff, colleagues, employer, peer group, sports coach;

other - internet, library books, leaflets from health centres, local newspapers

## **Learning Outcome 3. Be able to review progress towards achieving their goal**

Could include:

- discussion with peers and professionals
- diary reflection
- checklists and questionnaires
- tutorial paperwork

## **Teaching Strategies And Learning Activities**

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This unit could link with other units, for example Working as part of a group Entry 2

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

This is a practical unit designed to help learners identify realistic goals and work towards meeting at least one. Learners will explore and explain the benefits of achievement supported by a range of people to help them build on strengths and improve on weaknesses.

Learners need to be supported in exploring the skills, qualities and interests needed for success in personal and working life. One to One discussions are vital here to help learners establish realistic goals to develop ways of working towards meeting them, building on existing strengths and areas they need to improve.

Self-evaluation, peer group and tutor assessment could assist the identification of existing skills, qualities and interests in order to plan and achieve a short-term goal.

Learners will be guided to identify a range of appropriate sources of support available and engage in activities which will lead to the achievement of the goal in a specified timescale.

In order to identify how effective learners have been in following an agreed plan to achieve a short-term goal, learners could prepare an action plan which is regularly reviewed and amended as appropriate

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

## **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the unit. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

---

Learners will need to provide evidence that they have achieved each of the assessment criteria. This does not need to be written.

Evidence is not prescribed but may include any or all of the following\*:

- Observation reports
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- Reports/notes
- Charts
- Worksheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

\*The most appropriate evidence for the unit and the learner should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence must clearly demonstrate how the learner has met the assessment criteria for the unit and be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

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Group evidence is admissible where the individual learner's role is properly identified or described.

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All evidence must be made available for the external moderator upon request.

### **Additional Information**

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This unit is used in the Rules of Combination for qualifications which form part of ABC Awards Foundation Learning offer.

## Appendices

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### Accreditation of Prior Learning (APL), Exemption and Credit Transfer

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ABC Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within ABC qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the ABC qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to ABC.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – ABC may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same

learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:

- Original certificates OR
- Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

ABC encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption and Credit Transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

## **Certification**

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Learners will be certificated for all units and qualifications that are claimed.

ABC's policies and procedures are available on the ABC web site in the Examination Officers' Guide.

## **Glossary of Terms**

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### **Guided Learning Hours (GLH)**

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I

need to plan for a member of staff to be present to give guidance or supervision?’

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

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

‘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.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.