SEG Awards Qualifications in Progression

Level 2 - Unit Specification Guide

About Us

Skills and Education Group Awards continually invest in high quality qualifications and services across education. As a result we have a long-established reputation for supporting skills providers to enable individuals to gain skills for employment, skills for learning and skills for progression.

Skills and Education Group Awards 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: Skills and Education Group Online Registration System

Sources of Additional Information

The Skills and Education Group Awards Website provides access to a wide variety of information.

Copyright

Date and Issue Number

Version	Date	Details of change
2.0	October 2020	Published in new format with new review date
2.1	September 2021	Updated logo and branding
2.2	February 2024	Unit **A/507/0728** Academic Writing Skills and **M/651/0218** Sustainability and the Environment added to unit specification guide for L2 Award and L2 Certificate **ONLY**

Contents

Units from the Core Group

Academic Writing Skills

Unit Reference	A/507/0728
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Be able to interpret specific questions (e.g. essay or research question)	1.1. Interpret either essay title, essay or research question, considering the following:
	
	    a. instructional words
	    b. topic words
	    c. any particular focus required
	    d. any additional factors to be considered

2. Be able to structure a written response	2.1. Develop a plan for a written response. 2.2. Use the plan to develop a structured response, maintaining logical argument

3. Be able to present the response appropriately for audience and purpose	3.1. Review and revise writing using academic conventions of:
	
	    a. use of English language
	    b. use of appropriate terminology

4. Understand how to organise and apply information in their academic writing	4.1. Describe the appropriate referencing style for citations and reference lists in their academic work. 4.2. Describe different types of plagiarism.

	4.3. Describe the consequences of plagiarising in academic work

Supporting Unit Information

Academic Writing Skills – A/507/0728 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to interpret specific questions (e.g. essay or research question).

1.2.   Interpret either essay title, essay, or research question, considering the following:
- c.   instructional words
- d.   topic words
- e.   any particular focus required
- f.   any additional factors to be considered

Learning Outcome 2: Be able to structure a written response.

2.1.   Develop a plan for a written response.

2.2.   Use the plan to develop a structured response, maintaining logical argument.

Learning Outcome 3: Be able to present the response appropriately for audience and purpose.

3.1.   Review and revise writing using academic conventions of:
- g.   use of English language
- h.   use of appropriate terminology

Learning Outcome 4: Understand how to organise and apply information in their academic writing.

4.1.   Describe the appropriate referencing style for citations and reference lists in their academic work.

4.2.   Describe different types of plagiarism.

4.3.   Describe the consequences of plagiarising in academic work.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Essay
- Report
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Active Citizenship in the Local Community

Unit Reference	Y/504/8722
Level	2
Credit Value	1
Guided Learning	8
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the social diversity of citizens in the local community	1.1. Define social diversity 1.2. Describe the diversity of the population in the local community
2. Know the importance of active participation in the local community	4.1. Describe an organisation in the local community 4.2. Identify the diversity of those involved with the organisation 4.3. Explain how they interacted 4.4. Explain how taking an active part in the local community may help overcome the negative impacts of social diversity

Supporting Unit Information

Active Citizenship in the Local Community – Y/504/8722 – Level 2

Indicative Content

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Learning Outcome 1: Know about the social diversity of citizens in the local community.

1.1   Define social diversity.

1.2   Describe the diversity of the population in the local community.

Learning Outcome 2: Know the importance of active participation in the local community.

2.1   Describe an organisation in the local community.

2.2   Identify the diversity of those involved with the organisation.

2.3   Explain how they interacted.

2.4   Explain how taking an active part in the local community may help overcome the negative impacts of social diversity.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit

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Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Essay
- Report
- Group discussion

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Alcohol Awareness for the Individual

Unit Reference	Y/505/1247
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know about unit strengths and safe limits of alcohol	1.1.	State the unit strength of a range of alcoholic drinks
	1.2.	Describe the recommended safe limits of alcohol
2. Know the possible causes of alcohol misuse and its effects	2.1	Describe possible reasons as to why people may misuse alcohol
	2.2	Describe psychological effects of alcohol misuse
3. Understand the effects that alcohol misuse may have on others	3.1	Describe the effects that alcohol misuse may have on the following: (a) Family (b) Friends (c) Society
4. Understand some of the health issues associated with alcohol misuse	4.1	Explain some of the effects of alcohol misuse on: (a) Physical health (b) Emotional health
5. Understand the effects of withdrawing from alcohol	5.1	Describe the effects of withdrawing from alcohol: (a) Physical (b) Emotional

| 6. Know some of the agencies that offer help and information on alcohol misuse | 6.1 | List sources of help and information of alcohol misuse |
| | 6.2 | Explain the key differences between them |

Supporting Unit Information

Alcohol Awareness for the Individual – Y/505/1247 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about unit strengths and safe limits of alcohol.

1.1   State the unit strength of a range of alcoholic drinks.

Answer may include generic unit strengths for measures of drinks as follows: 1 unit = 218ml 4.5% cider, 76ml 13% wine, 25ml 40% whiskey, 250ml 4% beer, 250ml 4% alcopop. (Drinkaware.co.uk)
Or specific unit strength of given drinks using an alcohol unit calculator tool.

1.2   Describe the recommended safe limits of alcohol.

Answers should indicate that 14 units is considered the weekly safe limits of alcohol and that this should be spread across drinking 'events'. One drinking 'event' a safe limit is considered to be no more than 6 units of alcohol. The legal limit of alcohol for driving is no more than 80mg of alcohol per 100ml or blood.

Learning Outcome 2: Know the possible causes of alcohol misuse and its effects.

2.1   Describe possible reasons as to why people may misuse alcohol.

Answers may include: social drinking/ binge drinking for fun, social pressure to drink in excess, feelings of low self-esteem/depression/anxiety, bereavement or stress inducing life event, any other valid reason.

2.2   Describe psychological effects of alcohol misuse.

Answers may include a description of at least three of the following effects: depression, anxiety, feelings of low self-esteem or worth, suicidal thoughts or attempts, hallucinations, any other valid effect.

Learning Outcome 3: Understand the effects that alcohol misuse may have on others.

3.1   Describe the effects that alcohol misuse may have on the following:

(a) Family - worry for the health of the family member who is misusing alcohol, fear of violence or neglect, actual neglect or violence, the separation of families, children and/or spouses/partners may blame themselves, children and/or spouses/partners may lack self-esteem or suffer from mental/emotional poor health, any other valid impact.
(b) Friends - worry, fear of violence, degradation or loss of the relationship, any other valid reason.
(c) Society - anti-social behaviour, damage to property, risk of violence or abuse to members of society, cost to NHS, any other valid effect.

Learning Outcome 4: Understand some of the health issues associated with alcohol misuse.

4.1   Explain some of the effects of alcohol misuse on:

(a) Physical health - Answers may include: increased blood pressure, stroke, heart failure, obesity or weight loss, kidney disease, organ failure, death, any other valid physical health impact.
(b) Emotional health - Answers may include: depression, anxiety, low self-esteem, paranoia, suicidal thoughts/attempts, and any other valid emotional health effect.

Learning Outcome 5: Understand the effects of withdrawing from alcohol.

5.1   Describe the effects of withdrawing from alcohol:

(a) Physical - Answers may include short/mid/long term effects: negative effects - shakes, vomiting, nausea, cramps, dehydration, any other valid physical effect positive effects – weight gain/loss, blood pressure/ heart rate stabilisation, reduction in stress on organs, any other valid positive impact.
(b) Emotional - Answers may include short/mid/long term effects: negative effects such as anxiety, depression, and feelings of low self-esteem / lack of worth. Positive effects: increased sense of worth, pride in achievement, and reduction in feelings of anxiety or depression, any other valid positive effect.

Learning Outcome 6: Know some of the agencies that offer help and information on alcohol misuse.

6.1   List sources of help and information of alcohol misuse.

Answers can include: NHS organisations, local GP, social workers, various charitable organisations (MIND, Action on Addiction etc), Rehabilitation centres, various websites (NHS, MIND, Action on Addiction etc) community groups, counselling, friends and family and other support networks, any other valid source.

6.2   Explain the key differences between them.

A local GP is able to provide treatment for alcohol dependency and connected health issues, this might include providing medication, setting up counselling services, and generally monitoring treatment progress. Meanwhile a charitable organisation such as MIND can provide an initial point of information about alcohol dependency, provide opportunities to talk to an impartial and anonymous advisor who can listen without judgement, and who can signpost to other methods of support.

Some useful sources of information:
http://alcoholeducationtrust.org/teacher-area/units-and-guidelines/
https://www.drinkaware.co.uk/alcohol-facts/alcoholic-drinks-units/what-is-an-alcohol-unit/
https://www.mind.org.uk/information-support/guides-to-support-and-services/addiction-and-dependency/#.W1pVRPZFyhc
https://www.alcoholconcern.org.uk/alcohol-statistics?gclid=EAIaIQobChMIwOa6yf-93AIVLrvtCh1JoggMEAAYASAAEgL4TvD_BwE

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
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Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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Aspects of Citizenship

Unit Reference	J/504/0860
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand that individuals have rights and responsibilities.	1.1. Give examples of the legal rights of a British Citizen. 1.2. Describe the types of responsibilities individuals have to maintain their own well-being. 1.3. Describe the types of responsibilities an individual has to others.
2. Understand equality issues in relation to current legislation.	2.1 Describe key provisions in the current equalities legislation. 2.2 Describe an example of a current equality issue.
3. Understand the main functions of local and national government.	3.1 Describe how people are elected to local and central government. 3.2 Describe an example of the main responsibilities of local government. 3.3 Describe an example of the main responsibilities of central government.

4. Show an awareness of the range of public services available in the local community.	4.1 Describe the main public services available in own local community.

Supporting Unit Information

Aspects of Citizenship – J/504/0860 – Level 2

Indicative Content

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Learning Outcome 1: Understand that individuals have rights and responsibilities.

1.1   Give examples of the legal rights of a British Citizen.

1.2   Describe the types of responsibilities individuals have to maintain their own well-being.

1.3   Describe the types of responsibilities an individual has to others.

Learning Outcome 2: Understand equality issues in relation to current legislation.

2.1   Describe key provisions in the current equalities legislation.

2.2   Describe an example of a current equality issue.

Learning Outcome 3: Understand the main functions of local and national government.

3.1   Describe how people are elected to local and central government.

3.2   Describe an example of the main responsibilities of local government.

3.3   Describe an example of the main responsibilities of central government.

Learning Outcome 4: Show an awareness of the range of public services available in the local community.

4.1   Describe the main public services available in own local community.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Practice file
- Oral question and answer
- Written description
- Report
- Case Study
- Group discussion

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

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Additional Information

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Building a Personal Career Portfolio

Unit Reference	J/505/8825
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to recognise own skills, abilities, experience, knowledge and personal qualities	1.1. Describe in detail own personal qualities, skills, experience and knowledge
2. Be able to assess the potential of own skills, abilities, experience, knowledge and personal qualities for contributing towards the achievement of personal goals	2.1 Describe how personal qualities, skills, abilities, experience and knowledge can help in achieving personal goals
3. Be able to build a portfolio of information to evidence achievements and qualities	3.1 Identify sources for obtaining relevant information to evidence personal qualities, skills, abilities, knowledge and experience 3.2 Select appropriate information for inclusion in a personal career portfolio 3.3 Assemble information and evidence into a logically structured portfolio so that all elements can be identified

4. Know how to produce a curriculum vitae (CV)	4.1	Identify essential elements of a CV
	4.2	Produce a clearly structured CV which includes all key information for general purposes
	4.3	Modify a CV for a specific purpose
5. Be able to identify personal goals and the actions required to achieve these	5.1	Explain personal goals and develop an action plan to show in detail how they are going to be achieved
6. Understand the value of a portfolio in personal, educational and career development	6.1	Explain how a portfolio can be used to pursue personal, educational and career goals

Building a Personal Career Portfolio – J/505/8825 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to recognise own skills, abilities, experience, knowledge and personal qualities.

1.1   Describe in detail own personal qualities, skills, experience and knowledge.

Encourage learners to identify attributes that can be evidenced from all areas of their life, including hobbies and home life.
'Personal qualities' might include sticking to own beliefs and values, honesty, work ethic
'Skills' might include cooking, crochet, bicycle maintenance, video recording, blogging, IT skills, speaking and listening, studying or working to deadlines, following instructions
'Experience' might include school projects and clubs, volunteering, life experiences (such as being a carer) as well as work experience
'Knowledge' will include any knowledge that underpins attributes and might also include academic knowledge and knowledge gained from experiences.

Learning Outcome 2: Be able to assess the potential of own skills, abilities, experience, knowledge and personal qualities for contributing towards the achievement of personal goals.

2.1   Describe how personal qualities, skills, abilities, experience and knowledge can help in achieving personal goals.

Many of the attributes listed in AC1.1 will have relevance to achieving goals. Encourage the learner to consider the 'transferability' of attributes. For instance, bicycle maintenance may not, of itself, be useful in progression but indicates a facility with technical and mechanical skills and processes. Caring experience may be directly relevant to progression opportunities and also says something about the qualities of the learner – kindness, commitment - and their ability to manage multiple tasks.

Learning Outcome 3: Be able to build a portfolio of information to

evidence achievements and qualities.

3.1   Identify sources for obtaining relevant information to evidence personal qualities, skills, abilities, knowledge and experience.

See AC3.2 – Learner will choose the information they are able to use and identify the sources.

3.2   Select appropriate information for inclusion in a personal career portfolio.

'Appropriate information' may include academic certificates; records of school, college or work attendance and achievements; references from teachers, work managers or colleagues and friends or neighbours; a CV (see LO3); examples of relevant work product (e.g., drawings and designs, photographs of projects and activities); passport or birth certificate, work permit and/or visa, National Insurance number.

3.3   Assemble information and evidence into a logically structured portfolio so that all elements can be identified.

The intention of this AC is that the learner completes a physical portfolio of the evidence from AC3.2 and organises it appropriately so that key elements are easy to identify and find. A numbering system and index is one straightforward way to accomplish this.

Learning Outcome 4: Know how to produce a curriculum vitae (CV).

4.1   Identify essential elements of a CV.

'Essential elements' include contact details (address, phone number, email address), a personal statement, academic history, work history, training courses and activities or attributes that are relevant to progression (see AC2.1).

4.2   Produce a clearly structured CV which includes all key information for general purposes.

CV templates are readily available online, including from Monster and Reed.

4.3   Modify a CV for a specific purpose.

'Specific purpose' could include a particular job or an application to college for a particular course. What is required is that the learner emphasises particular parts of their CV and suppresses those parts that

are less relevant. The personal statement should also be adapted to the specific purpose.

Learning Outcome 5: Be able to identify personal goals and the actions required to achieve these.

5.1   Explain personal goals and develop an action plan to show in detail how they are going to be achieved.

'Personal goals' can be entirely personal (for instance, buy a house, learn to ride, get a bicycle) and will certainly be individual to each learner. However, it will be desirable, given the context of this Unit, to encourage learners to set at least one work-related or educational goal. At least three SMART goals: Specific, Measurable, Achievable, Relevant/Realistic, Timetabled should be set to achieve this AC.

The learner must explain each personal goal.

The learner must develop an Action plan for their goals, showing the steps to achieve each one and what they will need in order to achieve each step (advice, resources, etc.) Encourage learners to do a 'reality check' and to set intermediate goals (for instance, rent a flat and save money towards a house deposit).

Action Plan templates are readily available online and many can be adapted to suit the individual learner.
A straightforward Action plan uses a table format with the Goal in the left-hand column, steps to achieve the Goal in column 2, resources required to achieve the step (e.g., finance, advice or guidance) in column 3, deadline or timescale in column 4, Notes, comments and reviews in column 5.

Learning Outcome 6: Understand the value of a portfolio in personal, educational and career development.

6.1   Explain how a portfolio can be used to pursue personal, educational and career goals.

'Value' might include: as a family record; a way to record and review own progress; to show transferable skills; to support applications for educational or career interviews.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
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Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion
- Practice file

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Additional Information

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Business Finance

Unit Reference	Y/504/9689
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the sources of finance available to a business	1.1. Identify different internal sources of finance for particular business needs 1.2. Identify different external sources of finance for particular business needs
2. Understand financial capital investment appraisal	2.1 Explain how capital investment appraisal is used to make a particular investment decision
3. Know how to apply cost-benefit analysis to investment decisions	3.1 Explain how cost benefit analysis is used to make a particular investment decision

Supporting Unit Information

Business Finance – Y/504/9689 – Level 2

Indicative Content

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Learning Outcome 1: Understand the sources of finance available to a business.

1.1 Identify different internal sources of finance for particular business needs.

1.2 Identify different external sources of finance for particular business needs.

Clear distinctions should be made between internal and external sources. Three different sources of internal funding should be covered, e.g. for a limited company, a partnership and a sole trader. External sources should be introduced to cover current practice in the UK, banks, leases, loan companies, charitable and lottery funding.

Learning Outcome 2: Understand financial capital investment appraisal.

2.1 Explain how capital investment appraisal is used to make a particular investment decision.

The sources of funding covered in LO should be related to specific types of companies and their needs, in terms of an appropriate labour force for investment in new machinery or processes, and potential.

Learning Outcome 3: Know how to apply cost-benefit analysis to investment decisions.

3.1 Explain how cost benefit analysis is used to make a particular investment decision.

Identification of risks to the business viability with the types of investment explored in LO2 should be considered over a time period to cover changes to the global and local economy, government policy, and taking into consideration the effects of depreciation.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit

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Evidence of Achievement

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Career Planning

Unit Reference	F/504/8648
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own strengths, qualities, skills and abilities	1.1. Describe some of own strengths, qualities, skills and abilities 1.2. Describe how these attributes are used in daily life 1.3. Describe an area of weakness 1.4. Explain why this area of weakness needs to be improved
2. Understand how to use sources of information, advice and guidance for career planning	2.1. Describe different sources of information, advice and guidance for career planning 2.2. Give examples of how these sources are used 2.3. Assess the relevance of information, advice and guidance to own career planning
3. Understand how own abilities relate to progression opportunities	3.1. Describe how own attributes match the requirements of progression opportunities 3.2. Explain how any mismatches may be overcome
4. Know how to plan for transition to	4.1. Produce a Career Action Plan

the next stage of education, training or work	4.2. Explain contents of Career Action Plan
	4.3. Produce a detailed application to the next stage of education, training or work

Supporting Unit Information

Career Planning – F/504/8648 – Level 2

Indicative Content

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Learning Outcome 1: Understand own strengths, qualities, skills and abilities.

1.1   Describe some of own strengths, qualities, skills and abilities.

Encourage learners to identify strengths, qualities, skills and abilities that can be evidenced from all areas of their life, including hobbies and home life. The learner should describe the attribute and be able to explain why they have chosen each one. It is likely that some words will overlap the four areas. Several examples are required.
- 'Strengths' might include: determination, friendliness, flexibility
- 'Qualities' might include: sticking to own beliefs and values, honesty, work ethic
- 'Skills' might include cooking, crochet, bicycle maintenance, video recording, blogging
- 'Abilities' might include speaking and listening, studying or working to deadlines, following instructions

1.2   Describe how these attributes are used in daily life.

Using the attributes identified in AC1.1, the learner must explain how each one is used in daily life. For instance: 'Determination' might be used to overcome a daily challenge, such as a long journey to school or college; 'Working to deadline' might be used to get college or school work in on time, to achieve chores round the house, to upload online content (a blog, for instance).

1.3   Describe an area of weakness.

'Area of weakness' should be something that the learner can improve on themselves, rather than, e.g., a lack of work experience or qualifications. Weaknesses might include: time keeping or time management; procrastination (putting things off rather than doing them now); not listening to instructions; weaknesses in communication skills such as

interrupting. The area of weakness must be described and not just stated. This might be done through a story or anecdote illustrating the weakness.

1.4   Explain why this area of weakness needs to be improved.

The learner must explain the impact of this weakness on their potential growth in education, work or training. For instance, a weakness in time keeping might mean they are unable to show up for work or college on time. Procrastination might mean that they don't do study assignments before the deadline. Learners might consider the long term implications of the weakness on their career goals.

Learning Outcome 2: Understand how to use sources of information, advice and guidance for career planning.

2.1   Describe different sources of information, advice and guidance for career planning.

'Sources of help or information' might include the Careers Service, school, colleges, training providers, employers, personal contacts, and internet. A number of sources should be listed, along with the particular area of career planning that they can support and the features of each (for instance, if they are targeted at a particular age group or geographical area).

2.2   Give examples of how these sources are used.

'Examples of how these sources are used' might include the sorts of advice and information each source can offer or some other features of the source. For instance, the learner might consider at what stage of their career planning each source might be helpful.

2.3   Assess the relevance of information, advice and guidance to own career planning.

The learner must explain the relevance of each source to their own career planning and assess the extent to which each source can support their goals. In order to do this, the learner might use each source to inform their own career plan.

Learning Outcome 3: Understand how own abilities relate to progression opportunities.

3.1   Describe how own attributes match the requirements of progression opportunities.

The learner should match the attributes identified in AC1.1 to the

progression routes identified through accessing the sources identified in AC 2.1 and describe how those attributes support each route. For example: the learner has excellent time-keeping and IT skills and is a skilled communicator. These attributes match the requirements of Call Centres, Recruitment agencies, and would also support an advanced course in further or higher education.

3.2   Explain how any mismatches may be overcome.

The learner must identify where their attributes do not completely meet the requirements of progression opportunities and explain how they might either:
a)   Change the attribute or
b)   Find a different route.

Learning Outcome 4: Know how to plan for transition to the next stage of education, training or work.

4.1   Produce a Career Action Plan.

At this stage, the learner must make a choice about which way they wish to progress. A 'Career Action Plan' is a long term plan. It could be thought of as a road map that goes from choosing an occupation to becoming employed in the occupation, to reaching a long-term career goal. Dates should be put against each stage of the plan as well as what needs to be in place to achieve the stage (for instance, a particular qualification or promotion within the workplace).

4.2   Explain contents of Career Action Plan

The learner needs to explain each stage of their Career Action Plan and how they intend to progress. Some assessment methods that would be useful for this AC would be a presentation, a written description or through Oral question and answer.

4.3   Produce a detailed application to the next stage of education, training or work.

An 'application' might be a college or training provider application form, or a job application form. It is not required for the learner to submit the application if it is not appropriate at that time (for instance, colleges have set application and registration points in the year) but it must be ready for submission, with sufficient detail.

Teaching Strategies and Learning Activities

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.

For this Unit, it is important that teachers know local sources of careers guidance, information and advice as well as opportunities for progression. Career action plan templates are available online. Employment agency Reed has a section on their website that might be helpful. [https://www.reed.co.uk/career-advice/how-to-make-a-career-plan/]

It is important to note that this Unit is closely related to Units at levels 1 and 3. Attention must be paid to the verbs used in Assessment Criteria to ensure that learners are working at the correct level.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include. But is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Communicating Information

Unit Reference	A/504/7515
Level	2
Credit Value	1
Guided Learning	8
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about different methods of communicating information	1.1. Describe different methods of communicating information 1.2. Assess the appropriateness of a variety of methods for given situations
2. Be able to communicate information in a variety of ways	2.1 Communicate information in a formal written style 2.2 Communicate information in an informal written style 2.3 Communicate information orally person to person 2.4 Communicate information orally using technology

Communicating Information – A/504/7515 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about different methods of communicating information.

1.1   Describe different methods of communicating information.

1.2   Assess the appropriateness of a variety of methods for given situations.

Learning Outcome 2: Be able to communicate information in a variety of ways.

2.1   Communicate information in a formal written style.

2.2   Communicate information in an informal written style.

2.3   Communicate information orally person to person.

2.4   Communicate information orally using technology.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods.

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Communication in the Workplace

Unit Reference	R/504/7519
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the lines of communication within own organisation	1.1. Describe the structure of own organisation 1.2. Describe how information is gathered and circulated within own organisation
2. Understand the need to communicate effectively with others in the workplace	2.1 Explain reasons for communicating effectively with others in the workplace 2.2 Describe implications of poor communication with colleagues
3. Know how to communicate with others about tasks in the workplace	3.1 Describe different tasks carried out by colleagues in own organisation 3.2 Describe the features of clear instructions 3.3 Describe how to provide feedback to others 3.4 Describe how to respond to feedback
4. Understand how conflict is dealt with in own organisation	4.1 Describe own organisation's policy for managing conflict in the workplace 4.2 Describe communication techniques that can be used to help resolve conflict in an organisation

Communication in the Workplace – R/504/7519 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the lines of communication within own organisation.

1.1   Describe the structure of own organisation.

This might be achieved through an organisation chart with the learner identifying their own role within the chart, their line manager and/or team leader, immediate colleagues and any separate HR function. They should also be able to describe different teams or functions (e.g., finance, HR), how different levels of manager and leader relate to each other and to their own role.

1.2   Describe how information is gathered and circulated within own organisation.

'Information' will include policies and procedures, work instructions, reports, information about changes to organisation and staffing, informal events such as parties and staff socials, formal events such as award ceremonies, staff meetings.
'Gathered' may include minutes of meetings, project work, updating databases and individual responsibility (for instance, managers may circulate information gathered during external events)
'Circulated' may include letters and memos, intranet, staff handbook, group and individual email, spoken communication, internal social media such as Yamma, team meetings.

Learning Outcome 2: Understand the need to communicate effectively with others in the workplace.

2.1   Explain reasons for communicating effectively with others in the workplace.

Reasons for communicating effectively may include: to have clarity about work role, deadlines and standards for achievement; to give reasons for absence and return to work (including holidays); to ensure that team

members are working towards a shared goal; to find out information; to give information; to maintain good working relationships by avoiding misunderstandings; to resolve problems between colleagues. Learners must 'explain' and this might be done by asking them to explain the overarching context for these communications, who is responsible and their own role.

2.2   Describe implications of poor communication with colleagues.

Implications of poor communication may include: tasks are not completed to the required standard, or not to deadline; disciplinary procedures if absence and return to work are not communicated; staffing levels are not planned appropriately if holiday time is taken without timely communication; team members lack clarity about the goal and tasks they have in common and this wastes time through duplicated work or having gaps in the task at the deadline; information given and received is not clear, leading to misunderstandings and wasted time in clarification; conflict arising because colleagues are at cross purposes or have not resolved minor problems at an early stage.

Learning Outcome 3: Know how to communicate with others about tasks in the workplace.

3.1   Describe different tasks carried out by colleagues in own organisation.

Referring back to AC1.1, learners might describe the overall function of the teams within an organisation and the different tasks required to achieve goals. For their own team, learners should be able to describe the job role (for volunteers this will be the task description) of each person within the team and what is required to achieve the role.

3.2   Describe the features of clear instructions.

Features of clear instruction include: explaining the purpose of the instruction and the overarching goal; listing the elements of the task and who is responsible for carrying them out; deadlines and timelines; how the people working on the task will communicate.
Communication of instructions should be planned so that it is both concise and precise. Assumptions should be avoided and the listener's understanding must be checked out. An opportunity for questions should be provided. Examples could be provided (e.g., 'when you complete the document, it should look like this one'). Finally, clarity about what to do if there is any uncertainty, if things aren't going to plan.

3.3   Describe how to provide feedback to others.

Feedback should always be constructive and can be given face-to-face or in writing.

Constructive feedback is the process of 'feeding forward' – that is, explaining how things could be done better in the future, rather than criticising past performance.

Constructive feedback should be

Precise – explaining exactly what is being discussed

Concise – short and to the point (not 'beating about the bush')

Timely – when the person is ready and able to hear and understand

Kind – commenting on what has gone well

Positive about Improvement – explaining how the person will 'get it right next time'

3.4 Describe how to respond to feedback.

Responses to feedback should be overwhelmingly positive – believing that the person offering feedback is doing it with good motives and not with spite – and convey a commitment to doing better in the future.

Responses to feedback might include: a request for additional information; making suggestions about better ways to approach a task next time; a request to come back to the person giving feedback to check on progress in the future.

Appropriate spoken responses might include:

'Thank you - I'll know better next time'

'Could you just explain how I can do this to a better standard?'

Learning Outcome 4: Understand how conflict is dealt with in own organisation.

4.1 Describe own organisation's policy for managing conflict in the workplace.

The learner must find their own organisation's policy for resolving conflict. This might be a 'problem resolution' policy and procedure but there will also be disciplinary and grievance policies and procedures. Appropriate evidence would be a copy of the relevant policies and procedures along with an explanation of how they work in practice, based on case studies or scenarios.

4.2 Describe communication techniques that can be used to help resolve conflict in an organisation.

Examples of communication techniques might include: one-to-one communication to try and resolve differences; mediation with a senior member of staff as facilitator; team meetings to discuss differences of opinion. 'Techniques' might include: the use of open and closed questions

to achieve clarity about the other person's position; appropriate body language; finding quiet space to discuss differences and conflicts; agreeing a way forward and an opportunity to review at a set date.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Critical Thinking

Unit Reference	M/504/7592
Level	2
Credit Value	2
Guided Learning	16
Unit Summary	This unit has two learning outcomes. The purpose of the unit is to equip learners to think clearly and rationally about ideas and to present an argument.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand basic concepts of critical analysis	1.1. Identify differing types of arguments 1.2. Give examples of simple explanatory arguments 1.3. Give examples of arguments which justify decisions about action 1.4. Give examples of commonly held: a) Assumptions b) Stereotypes c) Biases 1.5 Describe why different standards are applied to evaluating arguments
2. Understand the application of critical analysis to concepts, ideas and opinions	2.1 Present an argument in a clear, logical, coherent way 2.2 Identify critical analysis in a group discussion

Critical Thinking – M/504/7592 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand basic concepts of critical analysis.

1.1   Identify differing types of arguments.

In logic and critical thinking, an argument is a set of premises that leads to a conclusion. There are two basic forms of argument: inductive and deductive. Other words associated with argument are 'sound' and 'unsound', 'valid' and 'invalid'.

Deductive arguments contain one or more premises that must lead to a valid conclusion. The conclusion may, however, be incorrect (unsound) if one of the premises is incorrect.

Example:
- Increased CO_2 leads to global warming
- Petrol vehicles emit CO_2
- Petrol vehicles contribute to global warming

The conclusion is valid, based on the premises.

If, however, we are wrong in thinking that CO_2 leads to global warming, then the conclusion is also incorrect and the argument is unsound.

Here is another unsound example of a deductive argument:
- Bats can fly
- All flying creatures are birds
- Bats are birds.

Inductive arguments have premises that may not inevitably lead to the conclusion. If the argument is strong, we may feel that the conclusion is more likely correct than not. If the argument is weaker, the chances of the conclusion being incorrect are greater. Inductive arguments often rely on different criteria than fact. For instance, the teleological argument proposes that, since the world is a complex design like a watch then it

must have a designer and creator, just as the watch does. This particular example was proposed by William Paley in 1802 but this form of argument was first associated with Socrates and other thinkers from the ancient world. For information: The teleological argument is an example of a transcendental argument and an argument by analogy.

Finally, defeasible arguments are those that are tending towards validity until further information is added. They might be described as 'probably' arguments. They appear rational and compelling but they are not deductively valid.

Example:
Tweedy is a bird
Birds generally fly
Therefore, Tweedy probably flies

The missing information is that Tweedy is a penguin.

Statistical correlation is a similar argument.
When the number of pubs in an area goes up, so does the number of churches.

These statements might be used to imply that one fact causes the other but the information missing is the size of the population.

1.2   Give examples of simple explanatory arguments.

Explanations are attempting to show cause – why or how something is or will be. They attempt to address problems of understanding where arguments attempt to address problems of belief.

Explanations are often used as a premise in arguments but are not themselves 'arguments'.

Example:
I was thirsty last night. I drank a bottle of wine. Therefore I was drunk
This appears to be in the same format as the arguments in AC1.1 but the statement 'I drank a bottle of wine' is the cause of 'I was drunk' and it is an explanation.

1.3   Give examples of arguments which justify decisions about action.

'Arguments that justify decisions about action' take statements of fact and/or belief to explain a course of action.

Example:
Littering is a risk to health and an eyesore

I believe in positive action
Therefore I have joined a litter-picking group

1.4   Give examples of commonly held:
        a) Assumptions
        b) Stereotypes
        c) Biases

There are many commonly held Assumptions, Stereotypes and Biases. All three are beliefs rather than facts. It is important that learners understand the links between them and also that there may be a difference between those the learners hold and those that are 'commonly held'. The common factor is that not challenging these beliefs inhibits critical thinking and is the opposite of 'open-minded'.

Assumptions are those beliefs that underpin our daily lives, actions and arguments. Because they are commonly held, we may insert an assumption as a premise into an argument without challenging or investigating it. Assumptions are often embedded in government policy and legislation.

Examples:
Bigger sentences for a particular crime will reduce its incidence.
In fact, there is no such cause and effect: generally speaking, people continue to commit the crimes that they would have committed if no sentencing change had been made. The true reason behind changes to sentencing lies in political expediency and public lobbying.

Immigration imposes a cost burden on the UK.
In fact, immigrants make a positive contribution (that is, they contribute more, financially, than they cost).

Stereotypes are beliefs about a group of people having something more in common than the actual link.
Common examples:
- People with red hair
- People from Asian families
- Autistic people
- Fat people
- Estate agents
- People with a criminal record

There are more subtle examples:
- People who take a 'liberal' (or conservative) position politically
- People who are vegan/ do voluntary work / have strong religious beliefs

Biases are an inclination to judge, based on a stereotype Biases are also called prejudices. The words 'bias' and 'prejudice' tends to imply unfairness and this may be favourable or unfavourable.

- Red haired people have hot tempers
- Asian people are especially good at electronics
- Autistic people have a special talent (the film Rain man undoubtedly contributed to this one)
- People who take a 'liberal' position politically are more socially active
- Fat people are more social than thin people but less intelligent

1.5   Describe why different standards are applied to evaluating arguments.

'Evaluating arguments' is about assessing the validity and strength of an argument. This will differ depending on the type of argument involved. Deduction and Induction are assessed by the extent to which the argument is supported by the premises and whether any information is missing or incorrect. Explanation is assessed by the relationship of the subject to its stated cause. Does the explanation completely support the premise or is there room for doubt? Arguments must be examined for correlation, assumptions, stereotypes and bias: where these exist, the argument is flawed. Other standards applied to arguments include the trustworthiness of the proponent, persuasiveness, 'elegance' of the argument.

Learning Outcome 2: Understand the application of critical analysis to concepts, ideas and opinions.

Evidence for this LO may best be provided through a group discussion. However, AC2.1 may be in writing and AC2.2 could be met through watching a video of a discussion (for instance, BBC's Question Time) and commenting on it.

2.1   Present an argument in a clear, logical, coherent way.

The learner is required to construct and present an argument that meets the three conditions 'clear, logical, coherent'.
'Clear' is about whether the points made in the argument are comprehended by the audience, whether or not they agree.
'Logical' demands the linking together of premises and/or explanations to form a conclusion.
'Coherent' is about presenting a valid conclusion, although a premise or explanation may be incorrect or incomplete.

2.2   Identify critical analysis in a group discussion.

Using the knowledge from the learning in LO1, the learner should identify 'critical analysis' in a group discussion, which may be within the classroom or through observing a debate or discussion. 'Critical analysis' may apply to the argument made or to a challenge to the argument made in a response to it.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment method:

Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Customer Service

Unit Reference	F/504/8729
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the benefits to an organisation of good customer service	1.1. Describe how good customer service promotes customers' confidence in an organisation 1.2. Explain why good customer service is important for an organisation
2. Understand the possible consequences of poor customer service	2.1. Describe how poor customer service can impact upon organisational efficiency and staff morale 2.2. Explain the effects of poor customer service on an organisation's reputation
3. Understand the value of giving customers a positive first impression of an organisation	3.1. Explain why it is important to make a good first impression on a customer 3.2. Comment on ways of creating a positive first impression when communicating with customers: a) Face to face b) On the telephone c) In writing
4. Understand positive verbal and non-verbal interaction with customers	4.1. Describe appropriate and inappropriate ways of communicating verbally with customers 4.2. Describe what is meant by non-verbal communication

		4.3.	Illustrate ways in which non-verbal communication can be used positively to support face-to-face communication with customers
5. Understand that respect for the individual is at the heart of good customer service		5.1.	Explain why it is important to maintain customer respect and confidentiality
		5.2.	Describe ways of respecting individual customer needs
6. Understand how to deal with customer complaints		6.1.	Explain what is meant by 'best practice' in dealing with customer complaints
		6.2.	Explain how to deal with a specific complaint
		6.3.	Explain what needs to be included in a report on an incident of a customer complaint
		6.4.	Describe the procedure for taking action on the report

Customer Service – F/504/8729 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the benefits to an organisation of good customer service.

1.1 Describe how good customer service promotes customers' confidence in an organisation

1.2 Explain why good customer service is important for an organisation

Learning Outcome 2: Understand the possible consequences of poor customer service.

2.1 Describe how poor customer service can impact upon organisational efficiency and staff morale

2.2 Explain the effects of poor customer service on an organisation's reputation

Learning Outcome 3: Understand the value of giving customers a positive first impression of an organisation.

3.1 Explain why it is important to make a good first impression on a customer

3.2 Comment on ways of creating a positive first impression when communicating with customers:
a) Face to face
b) On the telephone
c) In writing

Learning Outcome 4: Understand positive verbal and non-verbal interaction with customers.

4.1 Describe appropriate and inappropriate ways of communicating verbally with customers

4.2   Describe what is meant by non-verbal communication

4.3   Illustrate ways in which non-verbal communication can be used positively to support face-to-face communication with customers

Learning Outcome 5: Understand that respect for the individual is at the heart of good customer service.

5.1   Explain why it is important to maintain customer respect and confidentiality

5.2   Describe ways of respecting individual customer needs

Learning Outcome 6: Understand how to deal with customer complaints.

6.1   Explain what is meant by 'best practice' in dealing with customer complaints
6.2   Explain how to deal with a specific complaint

6.3   Explain what needs to be included in a report on an incident of a customer complaint

6.4   Describe the procedure for taking action on the report

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Written description
- Reflective log/diary
- Role play/simulation
- Group discussion
- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

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Data Handling and Probability

Unit Reference	Y/505/4035
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Be able to extract and interpret statistical information	1.1. Extract and interpret information from tables and charts.
	
	1.2. Extract and interpret information from:
	    a) bar charts
	    b) pie charts
	    c) comparative line graphs
	
	1.3. Explain the effect of different scales on diagrams, graphs and charts.
	
	1.4. Identify trends from the slopes of a line graph.

2. Understand the difference between discrete and continuous data	2.1 Explain what continuous data is 2.2 Identify the difference between continuous and discrete data

3. Be able to represent discrete and continuous data	3.1 Represent given data sets in suitable ways
	
	3.2 Represent collected data sets in suitable ways
	
	3.3 Choose suitable scales when representing data in charts, diagrams and line graphs.
	3.4 Label appropriately:
	    a) charts
	    b) graphs

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		c) diagrams
4. Be able to compare two sets of data using different types of average	4.1	Find the mean of collected or given data
	4.2	Find the median of collected or given data sets
	4.3	Find the mode of collected or given data sets
	4.4	Compare two sets of data using the mean, median and mode, appreciating that each average is useful for different purposes
5. Be able to find the range to describe the spread within sets of data	5.1	Interpret the term 'range' as a measure of spread for sets of data in everyday usage
	5.2	Calculate the range of given data sets
	5.3	Compare the ranges of collected data sets

Data Handling and Probability – Y/505/4035 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to extract and interpret statistical information.

1.1   Extract and interpret information from tables and charts.

1.2   Extract and interpret information from:
     a) bar charts
     b) pie charts
     c) comparative line graphs

1.3   Explain the effect of different scales in diagrams, graphs and charts.

1.4   Identify trends from the slopes of a line graph.

Learning Outcome 2: Understand the difference between discrete and continuous data.

2.1   Explain what continuous data is.

2.2   Identify the difference between continuous and discrete data.

Learning Outcome 3: Be able to represent discrete and continuous data.

3.1   Represent given data sets in suitable ways.

3.2   Represent collected data sets in suitable ways.

3.3   Choose suitable scales when representing data in charts, diagrams and line graphs.

3.4   Label appropriately:
     a) charts
     b) graphs
     c) diagrams

Learning Outcome 4: Be able to compare two sets of data using different types of average.

4.1   Find the mean of collected or given data.

4.2   Find the median of collected or given data sets.

4.3   Find the mode of collected or given data sets.

4.4   Compare two sets of data using the mean, median and mode, appreciating that each average is useful for different purposes.

Learning Outcome 5: Be able find the range to describe the spread within sets of data.

5.1   Interpret the term 'range' as a measure of spread for sets of data in everyday usage.

5.2   Calculate the range of data in given sets.

5.3   Compare the ranges of collected data sets.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has two prescribed assessment methods:

- Written question & answer/test/exam
- Oral question and answer

Additional evidence for this unit may include, but is not limited to:
- Written description

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Decision Making Skills

Unit Reference	Y/504/7599
Level	2
Credit Value	1
Guided Learning	8
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how decisions are made	1.1. Describe the decision making process
2. Know about the different types of decisions made within groups	2.1 Identify different types of decisions that could be reached by a group
3. Know about different decision making styles	3.1 Describe different decision making styles 3.2 Discuss the strengths and weaknesses of each 3.3 Participate in a given situation requiring decision making skills

Version 2.2   600/8476/5,
600/8478/9, 600/8411/X, 600/8410/8,
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Supporting Unit Information

Decision Making Skills – Y/504/7599 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know how decisions are made.

1.1   Describe the decision making process.

Learning Outcome 2: Know about the different types of decisions made within groups.

2.1   Identify different types of decisions that could be reached by a group.

Learning Outcome 3: Know about different decision making styles.

3.1   Describe different decision making styles.

3.2   Discuss the strengths and weaknesses of each.

3.3   Participate in a given situation requiring decision making skills.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Developing a Personal Exercise Programme

Unit Reference	A/504/7594
Level	2
Credit Value	6
Guided Learning	48
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of exercise	1.1. Describe the benefits of exercise 1.2. Describe the components of health related fitness 1.3. Assess whether an individual is doing sufficient exercise to achieve health benefits
2. Know about basic human anatomy and physiology	2.1 Describe the functions of the skeleton 2.2 Identify the major bones of the human body 2.3 Identify the major muscles of the human body 2.4 Outline the function of the heart, lungs and circulatory systems 2.5 Describe the effects of exercise on the body
3. Understand health and safety factors related to exercise	3.1 Explain the importance of warming up and cooling down 3.2 Identify the components of a safe and effective warm up and cool down. 3.3 Identify health and safety problems related to exercise

Version 2.2   600/8476/5,
600/8478/9, 600/8411/X, 600/8410/8,
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		3.4	Identify safe and practical clothing and footwear for exercise activities
4. Be able to plan a safe and effective home fitness session		4.1	Plan a suitable warm up and cool down for a home based exercise session
		4.2	Plan a home based exercise session that incorporates a range of activities
5. Be able to plan, monitor and evaluate a safe and effective personal exercise programme		5.1	Plan a three week exercise programme to achieve identified goals
		5.2	Keep an exercise diary that records all sessions carried out
		5.3	Examine the strengths and weaknesses of the exercise programme
		5.4	Suggest improvements for future planning

Developing a Personal Exercise Programme – A/504/7594 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the importance of exercise.

1.1 Describe the benefits of exercise.

People exercise to feel better, to lose weight, to build muscle strength, to maintain mental health and to improve health conditions such as high blood pressure, diabetes.

1.2 Describe the components of health related fitness.

These include cardiovascular fitness, muscular strength, muscular endurance, flexibility, body composition and speed. The learner should be able to describe the key features of each of these components.

1.3 Assess whether an individual is doing sufficient exercise to achieve health benefits.

Using case studies, judge whether an individual is doing enough exercise to achieve any health benefits. For example, someone who only exercises for one 30-minute session each week may not see the full benefits and meet their personal fitness goals. Or someone who runs each day may improve their muscle strength but not their flexibility.

Learning Outcome 2: Know about basic human anatomy and physiology.

2.1 Describe the functions of the skeleton.

The main functions of the skeleton include: protection (protecting your organs), shape, support (holds the body together and upright), movement and blood protection (red and white blood cells are produced in the bone marrow of some cells). Learners should be able to describe each of these functions.

2.3 Identify the major bones of the human body.

The learner should identify the major bones in the body. These include: the Skull (Cranium, Mandible, and Maxilla), shoulder girdle (Clavicle and Scapula), arm (Humerus, Radius, and Ulna), hand (Carpals, Metacarpals, and Phalanges), chest (Sternum, and Ribs), spine (Cervical, Thoracic, Lumbar, Sacrum and Coccyx), pelvic girdle (Ilium, Pubis, and Ischium), leg (Femur, Tibia, and Fibula), ankle (Talus and Calcaneus) and foot (Tarsals, Metatarsals, and Phalanges)

2.3   Identify the major muscles of the human body.

The learner should be able to identify the major muscles of the body. These include: triceps, biceps, deltoids, pectorals, trapezius, gluteal, quadriceps, hamstrings, gastrocnemius, latissimus dorsi and abdominals.

2.4   Outline the function of the heart, lungs and circulatory systems.

The learner should be able to outline the functions of the heart, lungs and circulatory systems. For example: the heart pumps blood throughout the body, supplying oxygen and nutrients and removes waste such as carbon dioxide. The lungs main function is gas exchange. Oxygen from the air is exchanged into carbon dioxide. The circulatory system allows blood to flow throughout the body. It transports nutrients to the cells.

2.5   Describe the effects of exercise on the body.

The learner should describe the effects of exercise on the body. For example: when exercising blood flow is increased and muscle temperature rises. With continuous exercise, muscles increase in size, endurance improves, joints become stronger and bone density increases.

Learning Outcome 3: Understand health and safety factors related to exercise.

3.1   Explain the importance of warming up and cooling down.

The learner should explain the importance of warm up and cool down exercises. Warming up before exercise helps to reduce the risk of injury. Cooling down after exercise helps to speed up recovery rates. They could refer to their own experience of completing these activities.

3.2   Identify the components of a safe and effective warm up and cool down.

A safe warm up should include whole body exercise to raise heart rate and body temperature, stretching and practising skills that might be used

later in the session. A safe warm down should gradually reduce the heart rate and include gentle stretching. As with 3.1, the learner could relate this explanation to their personal experience of these activities.

3.3   Identify health and safety problems related to exercise.

Health and safety problems related to exercise may include: risk of injury, dehydration, risk of accident when using equipment, risk from inappropriate footwear and clothing. The learner should identify the main health and safety problems related to exercise.

3.4   Identify safe and practical clothing and footwear for exercise activities.

Learners should identify the clothing and footwear needed for different exercise activities. For example, using a yoga mat to prevent slipping or suitable footwear for running to support the foot and ankle.

Learning Outcome 4: Be able to plan a safe and effective home fitness session.

4.1   Plan a suitable warm up and cool down for a home based exercise session.

Learners should plan a warm up and cool down for a home-based exercise session. This could include aerobic activities that can be done safely in the home. They should describe their chosen activities, explaining why they are suitable for home-based exercise.

4.2   Plan a home based exercise session that incorporates a range of activities.

Plan a session that includes a range of activities that support the main components of health. Each activity should be suitable for home-based exercise. Learners should explain how the activities they have chosen support the main components of health as previously described in 1.2.

Learning Outcome 5: Understand health and safety factors related to exercise.

5.1   Plan a three week exercise programme to achieve identified goals.

Learners should identify personal fitness goals and plan a three-week programme to achieve these. Their programme should identify how each activity will support them to meet their goals. The plan should be realistic in terms of budget and time.

5.2   Keep an exercise diary that records all sessions carried out.
Learners should keep a diary of their progress through this plan. They should reflect on their progress as they complete each activity. Did they enjoy the exercise they had planned? Would they do that activity again? Did they find the activity a challenge? They should log where and when they completed the activity, making a note if they had to reschedule or change their plans.

5.3   Examine the strengths and weaknesses of the exercise programme.

The diary should then be used to examine the strengths and weaknesses of the plan. Was it achievable and realistic? Did they see the improvements they expected? Learners should explain which areas of the plan worked well and which areas they found a challenge. For example, they may have had to change or cancel a plan due to bad weather.

5.4   Suggest improvements for future planning.

Would they do anything differently in the future? As part of their reflection, learners should identify improvements to their plan. For example, could they have included a plan for poor weather so that they could still progress towards their fitness targets?

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question & answer/test/exam
- Written description
- Oral question and answer
- Reflective log/diary
- Practical demonstration
- Group discussion

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Additional Information

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Developing Personal Confidence and Self-Awareness

Unit Reference	D/504/8527
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand reasons for feeling confident and lacking confidence	1.1. Describe a situation when s/he felt confident and how s/he behaved in this situation 1.2. Describe a situation when s/he lacked confidence and how s/he behaved in this situation 1.3. Describe how s/he prepares for situations where s/he lacks confidence 1.4. Describe how our own behaviour can influence the ways in which other people view us
2. Understand effective participation in social situations	2.1 Describe social situations which make her/him feel uncomfortable and how these act as barriers to participation 2.2 Describe examples of behaviour which would be inappropriate in a social situation and explain why 2.3 Describe ways in which s/he could change her/his attitude and behaviour to participate more effectively in social situations
3. Understand ways to manage stress	3.1 Describe what makes her/him feel stressed

	3.2	Describe ways in which s/he deals with feeling stressed, using examples from specific situations
	3.3	Describe a range of techniques which can help reduce stress
	3.4	Describe how certain stress reducing techniques might be more effective in different situations
4. Be able to set goals for own development	4.1	Describe the significance for him/her of one selected goal
	4.2	Produce an action plan which identifies stages in meeting goals
	4.3	Select and record achievements which have led to attainment of the goal
	4.4	Describe how both goal setting and achievement have contributed to own self-confidence

Supporting Unit Information

Developing Personal Confidence and Self Awareness – D/504/8527 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand reasons for feeling confident and lacking confidence.

1.1   Describe a situation when s/he felt confident and how s/he behaved in this situation.

'Situation' may be anything that the learner identifies as one where they feel confident but a full description of the situation and of their behaviour should be given.

Example:
This would be insufficient 'When I was on holiday with my family at a wildlife park I enjoyed petting the animals.'
This would be sufficient 'When I was on holiday with my family, we went to a wildlife park and we were allowed to pet some of the animals. My little brother was very nervous of the bigger animals but I showed him that there was nothing to be frightened of and encouraged him to make friends with one of the sheep. My family were pleased that I helped him and I enjoyed the whole experience more because I could show him how to do things.'

1.2   Describe a situation when s/he lacked confidence and how s/he behaved in this situation.

'Situation' may be anything that the learner identifies as one where they lack confidence but a full description of the situation and of their behaviour should be given (see AC1.1).

1.3   Describe how s/he prepares for situations where s/he lacks confidence.

Preparation for situations where s/he lacks confidence may include strategies such as: dressing especially carefully; thinking through what might happen and how s/he would deal with it; visualise themselves as

they want other people to see them; adopt a 'power pose' before going into the situation; keep a smile in place; stand and sit upright. Research tells us that we watch our own behaviour to see how we feel so behaving confidently makes us feel more confident.

1.4   Describe how our own behaviour can influence another person's perception of us.

'Perception' might be defined as the lens through which we view the world. Our behaviour influences other's perception of us for a number of reasons:

Perception is influenced by pre-conceptions. We all have stereotypes of people whom we will 'get along with' and those we won't. Behaving in different ways because we are nervous (for instance, being very quiet, keeping our head down, fiddling with hair and clothing) gives a false impression to others and changes their behaviour towards us. Behaviours that are very obviously anxious or nervous tend to make other people feel anxious, too, and they won't feel comfortable being with us. Conversely, an upright posture, eye contact and a smile encourages other people to perceive us as warm, friendly and confident.

Most people know some roles to play and how those interact. When someone acts like a leader, we tend to act like followers. This is especially powerful when appearance supports behaviour, so dressing like the person we want others to perceive can add to the effect of our behaviour.

First impressions count: perception is very powerful and people will often continue to believe what they perceived even when the evidence does not support them. This is one of the reasons that witness testimony is unreliable.

Learning Outcome 2: Understand effective participation in social situations.

2.1   Describe social situations which make her/him feel uncomfortable and how these act as barriers to participation.

'Social situation' may be anything that the learner identifies as one where they feel uncomfortable but a full description of the situation and of their feelings should be given (see AC1.1). 'These' in the phrase 'how these act as barriers to participation' are the learner's feelings of discomfort. Barriers to participation could include feelings that people won't like you that other people are smarter or more confident than you, that you have nothing to talk about or will say something foolish.

2.2   Describe examples of behaviour which would be inappropriate in a

social situation and explain why.

'Inappropriate' behaviours may be either how we act or how we speak (and what we say). The learner should choose some examples and explain why they are inappropriate.

Standing too close to other people whom we don't know is interpreted as invading their 'personal space'. It can be interpreted as an inappropriate sexual advance or as aggressive but will always make people try to edge away. There are different conceptions of 'personal space' in different cultures: in China and India, for instance, 'personal space' is much less important. The distance at which people feel invaded depends on context. In a crowded party, the distance is smaller and in the open it is much larger. The acceptable distance also depends on the extent to which someone feels threatened or anxious. Personal space is also invaded when someone is touched, with the wrist, elbow and lower arm being more acceptable than the upper arm and shoulder.
There are many inappropriate ways to act in social situations: drinking too much alcohol, especially when everyone else is sober; taking all of the chocolate biscuits without asking others whether they want one; sprawling across a sofa when there are insufficient seats for everyone.

Other examples:
- Speaking much more loudly than other people or too softly to be easily heard
- Interrupting other people while they are speaking or talking over them
- Using inappropriate language (acceptable language depends on the context and how well you know the other people)
- Speaking at length, thereby denying others the opportunity to speak
- Hectoring and aggressive tone of voice
- Becoming obviously angry, shouting, swearing

2.3 Describe ways in which s/he could change her/his attitude and behaviour to participate more effectively in social situations.

A change of behaviour will result from a change of attitude but the learner will need to define the inappropriate ways in which they behave in social situations to fully answer this question.

Ways to change attitude include:
- Re-interpret a frightening situation as 'exciting'
- Remind yourself that others are equally nervous and decide to support them
- Rehearse situations that have been troubling and decide upon a course of action

- Decide the 'persona' you wish others to see and act like it
- Think of two appropriate topics of conversation that you can start with strangers
- Be interested in other people and encourage them to speak
- Regard each uncomfortable social situation as a rehearsal for the next.

Learning Outcome 3: Understand ways to manage stress.

3.1   Describe what makes her/him feel stressed.

'What makes him/her feel stressed' will be individual to the learner but stress is known to be associated with a lack of control.

Common answers include:
- Exams and tests
- Going into a social situation (a party, for instance) alone
- Family arguments and/or the challenging behaviour of family members
- Speaking in public
- Being late for an appointment
- Not having enough time to do homework or a task

3.2   Describe ways in which s/he deals with feeling stressed, using examples from specific situations.

The learner will need to fully describe a situation in which they feel stressed and their thoughts, feelings and behaviours. Inappropriate ways to deal with stress include:
- Constant avoidance (temporary avoidance may be an appropriate technique)
- Use of drink or drugs
- Self-harm
- Anger

3.3   Describe a range of techniques which can help reduce stress

'Techniques' include: avoiding caffeine, nicotine and alcohol; taking physical exercise; getting more sleep; mindfulness techniques; talking it through with someone trustworthy; managing time (for instance, using 'time blocking' to plan tasks in advance); keep smiling; learn to say 'no'.

3.4   Describe how certain stress reducing techniques might be more effective in different situations.

The techniques listed in AC3.3 will be more effective or appropriate in different situations: for instance, dealing with exam stress by taking a run

beforehand is fine where running round the party is not. Avoiding a stressor can be useful (for instance, family arguments) may be appropriate and useful but avoiding an exam is not.

Learning Outcome 4: Be able to set goals for own development.

4.1   Describe the significance for him/her of one selected goal.

For the chosen goal, the learner needs to describe why it is important to them and why they have chosen it. The goal should be SMART (specific, measurable, achievable, relevant, and timetabled).

4.2   Produce an action plan which identifies stages in meeting goals.

Break the goal into steps. For instance, the goal of using mindfulness as a stress reduction technique might start with reading about it, then practising or attending a course, then putting it into action in a stressful situation. The goal of doing one new, uncomfortable thing each week could be diaried. A simple action plan will be sufficient but the learner must know 'what success looks like' for each stage.

4.3   Select and record achievements which have led to attainment of the goal.

Using the action plan, the learner will select those actions that were successful and that have contributed to achievement of the goal. The inference of this AC is that the goal has been achieved.

4.4   Describe how both goal setting and achievement have contributed to own self-confidence.

Reflecting on goal setting and achievement of stages and how these have improved self-confidence: the act of taking control will reduce stress, improve confidence in self-efficacy and resilience in the face of failure.

Teaching Strategies and Learning Activities

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.

For LO4, the learner must choose one goal that is relevant to the Unit. For instance: learning mindfulness techniques to help deal with stress; doing one new, uncomfortable thing each week. As the learner must record and

reflect on achievements, they will need to set the goal in advance of the remainder of the learning activities.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Reflective log/diary
- Group discussion

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

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Additional Information

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Developing Personal Study Skills

Unit Reference	Y/504/8493
Level	2
Credit Value	6
Guided Learning	48
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to locate, retrieve and store information efficiently	1.1. Locate written reference sources relevant to given subjects or topics using standard classification systems 1.2. Create written notes from given sources in at least two different formats 1.3. Use browsers and simple public search engines to retrieve relevant information 1.4. Set up electronic filing systems to enable efficient location, retrieval and transfer of information
2. Be able to read and respond to written materials	2.1 Use skimming and scanning techniques to select information relevant to a given topic 2.2 Make an accurate and organised summary of the main points in a simple piece of writing
3. Be able to produce written materials for specific purposes	3.1 Produce written work using standard punctuation and accurate spelling with no major grammatical errors 3.2 Plan and present ideas in a clearly and appropriately structured, sequenced and paragraphed written form

	3.3	Produce a list of reference sources used for a given piece of work	
4. Know how to use basic IT applications to enhance own learning	4.1	Use appropriate IT functions to edit and organise information from a range of sources using backup routines	
	4.2	Use basic word processing and spreadsheet programmes to present information clearly	
	4.3	Use e-mail to communicate with others	
5. Be able to make personal contributions in individual and group discussions	5.1	Make personal contributions in individual and group discussion in a variety of situations	

Supporting Unit Information

Developing Personal Study Skills – Y/504/8493 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know how to locate, retrieve and store information efficiently.

1.1 Locate written reference sources relevant to given subjects or topics using standard classification systems.

Written sources (books, journals, and newspapers), standard library classification systems, use of contents and index pages. Use of course or organisation specific resources including VLE.

1.2 Create written notes from given sources in at least two different formats.

Note-making techniques (considering the purpose of notes, recording the source, organising, heading and formatting notes, reducing and summarising skills, abbreviations, use of charts, symbols and diagrams, use of colour and highlighting etc.). Handwritten and electronic notes. Selection of formats. For example, linear and mind map/spider diagram.

1.3 Use browsers and simple public search engines to retrieve relevant information.

Awareness of different browsers and search engines, including some relevant academic or subject specific if relevant. Search terms and search tools. Ways to judge reliability of websites.

1.4 Set up electronic filing systems to enable efficient location, retrieval and transfer of information.

Files, folders, labelling, retrieval. Simple folders and zip files. Be able to set up a filing system of at least three levels relevant to course or subject studied.

Learning Outcome 2: Be able to read and respond to written materials.

2.1   Use skimming and scanning techniques to select information relevant to a given topic.

Reading techniques for different purposes –identify the type of text, skimming, scanning – annotation and note taking. Key words. Comprehension techniques.

2.2   Make an accurate and organised summary of the main points in a simple piece of writing.

From notes to summary. Format of notes. Purpose of writing. Paragraphing and sentences. Headings and subheadings. Use headings and subheadings to present a summary clearly for a specific piece of writing.

Learning Outcome 3: Be able to produce written materials for specific purposes.

3.1   Produce written work using standard punctuation and accurate spelling with no major grammatical errors.

Purpose of writing, sentences, punctuation (full stops, commas, colon, semi colon, question mark. Punctuation for referencing as appropriate). Self-assessment of spelling, simple methods of checking spelling, advantages and disadvantages of electronic spell checking. Common homonyms and homophones. Simple spelling rules and techniques.

3.2   Plan and present ideas in a clearly and appropriately structured, sequenced and paragraphed written form.

Organise writing for a purpose. Techniques as appropriate to the subject (e.g. PEE – Point, Evidence, Explain, or PEEL – Point, Evidence, Explain, Link). Identification of audience and purpose for writing. Show understanding of the relationship between the writing and the audience.

3.3   Produce a list of reference sources used for a given piece of work.

Reasons for referencing, standard form(at) for reference list, types of references (e.g. books, journals, electronic), date accessed for electronic sources. Possible specific referencing style (e.g. Harvard author/date). Relevant headings for example, books, journals, websites.

Learning Outcome 4: Know how to use basic IT applications to enhance own learning.

4.1   Use appropriate IT functions to edit and organise information from a range of sources using backup routines.

Use of Word (and alternatives) – editing skills, presentations such as PowerPoint. Backing up methods as appropriate. For a specific task, use a specified IT function to edit and organise information for a specific purpose and audience.

4.2   Use basic word processing and spreadsheet programmes to present information clearly.

WP and presentation skills including spreadsheets. Layout and design including headings, headers and footers. Use of spreadsheets appropriate to the subject. Simple calculations and formulae if relevant. For a specific task or tasks demonstrate the use of word processing and spreadsheets.

4.3   Use e-mail to communicate with others.

Advantages and disadvantages of email and other electronic communication tools. Sending and responding to emails. Email tools, presentation, attaching and file sharing. Storing and filing emails. Different types of storage.

Learning Outcome 5: Be able to make personal contributions in individual and group discussions.

5.1   Make personal contributions in individual and group discussion in a variety of situations.

Awareness of difference between individual spoken presentation and group discussion. Personal presentation (organisation, clarity, nonverbal communication techniques and traits, using verbal techniques, visuals and props to support individual presentation, using questions and feedback). Group roles and purpose, collaborative talk, problem solving. Using feedback to develop.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has two prescribed assessment methods:
- Written description
- Group discussion

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Project
- Practical demonstration

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Development of Social Policy

Unit Reference	F/504/9704
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the influence of the law on social policy	1.1. Describe the main features of the Poor Law (1834) 1.2. Explain its influence on social policy today
2. Understand the development of social policy	2.1 Describe significant factors influencing the development of social policy in the late nineteenth and early twentieth century

Development of Social Policy – F/504/9704 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the influence of the law on social policy.

1.1   Describe the main features of the Poor Law (1834).

Answers will broadly state: The Poor Law (1834) was an amendment to the 1601 Poor Law (43rd Elizabeth) and at its core sort to reduce the burden to rate payers for the provision of poor relief. The Poor Law required the three appointed Poor Law Commissioners to oversee the provision of relief which included: the creation of workhouses for those seeking aid as the only form of relief, the prohibition of outdoor relief, the concept of lesser eligibility which meant workhouses were segregated and the provision of food and shelter was of the meanest quality. Workhouses were designed to provide food and shelter in exchange for work (which was extremely labour intensive). The workhouses were seen as the last resort of the poor and would provide conditions no better than the lowest wage-earning worker could afford.

1.2   Explain its influence on social policy today.

Answers will broadly explore some of the following: the movement away from punitive poor law provision towards an understanding of social responsibility. A movement away from Laissez faire policy towards governmental (centralised) responsibility for poor relief and social welfare provision. The development of centralised responsibility for education, health, worker's rights and criminal system (as a response to the limitations of poor relief provided by the New Poor Law) Acts that legislate for equal treatment of all members of society (especially the Equality Act).

Learning Outcome 2: Understand the development of social policy.

2.1   Describe significant factors influencing the development of social policy in the late nineteenth and early twentieth century.

Answers are likely to discuss several of the following elements in their responses:

- The inability of the Commissioners to effectively oversee the Poor Law provision resulting in numerous amendments to poor relief provision
- Changes in attitude towards the poor during the mid – late 19th century (people are most often not poor because of idleness or through their own fault but because of social and economic issues outside of their control)
- The work of philanthropists and social commentators and investigators (e.g. Booth, Rowntree, Oastler, Mayhew and Dickens)
- The health epidemics (cholera, Smallpox, TB), health reports (Chadwick/John Snow) health reforms (Public Health Acts) of the 19th century
- The emergence of compulsory education system (expectations of better prospects for children from poor families)
- Investigations into work conditions and Acts to protect workers in factories, mines and other industries
- Creation of Friendly Societies and Health Insurances
- The Boer War (demonstrating the extent of malnutrition amongst the poor)
- The Liberal administration of 1906-1914
- Advent of Labour party and fear of Socialism
- World War One and World War Two
- The Beveridge Report
- The creation of the NHS.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

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Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Project
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

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Drug Awareness

Unit Reference	J/506/0588
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know about the differences between types of drugs	1.1.	Identify the different types of drugs that exist
	1.2.	Differentiate between those identified drugs
2. Know some of the causes of drug misuse	2.1	Describe possible reasons as to why people may misuse drugs
3. Know some of the physical and psychological effects of drug misuse	3.1	Describe some of the physical effects of drug misuse
	3.2	Describe some of the psychological effects of drug misuse
4. Understand the implications of drug misuse on others	4.1	Describe the possible effects that drug misuse can have on others
5. Understand some of the health issues associated with drug misuse	5.1	Describe some of the ways in which drug misuse can impact on physical and emotional health
6. Know the effects of withdrawing from drugs	6.1	Describe the effects of withdrawing from drugs

| 7. Know some of the agencies offering help and information on drug misuse | 7.1 | Identify some sources of help and information related to drug abuse |
| | 7.2 | Describe how the sources of help and information differ from one another |

Drug Awareness – J/506/0588 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about the differences between types of drugs.

1.1   Identify the different types of drugs that exist.

Stimulants, depressants, hallucinogens, dissociatives, opioids, inhalants. Drugs can be legal as well as illegal.

1.2   Differentiate between those identified drugs.

Stimulants: make the user feel as if they are 'speeding up'. Depressants: make the user feel as if they are 'slowing down'. Hallucinogens: the user may see things that are not really there. Dissociatives: users may feel that they are 'watching themselves'. Opioids: opioids are prescribed by a doctor and also known as painkillers but they can be addictive and used illegally. Inhalants: gases or fumes that are inhaled to give a 'high'.

Learning Outcome 2: Know some of the causes of drug misuse.

2.1   Describe possible reasons as to why people may misuse drugs.

Can feel good initially, peer and social pressure, to reduce anxiety and 'feel better', to improve performance, addiction
.
Learning Outcome 3: Know some of the physical and psychological effects of drug misuse.

3.1   Describe some of the physical effects of drug misuse.

Stomach problems: vomiting, diarrhea; heart conditions; contracting illness such as HIV; kidney and liver problems; breathing problems.

3.2   Describe some of the psychological effects of drug misuse.

Anxiety, depression, confusion, hallucinations, willingness to engage in

risky behaviour

Learning Outcome 4: Understand the implications of drug misuse on others.

4.1   Describe the possible effects that drug misuse can have on others.

Damaged personal relationships, loss of trust, causing physical and emotional damage to others.

Learning Outcome 5: Understand some of the health issues associated with drug misuse.

5.1   Describe some of the ways in which drug misuse can impact on physical and emotional health.

Short and long-term health complications such as lung disease. Damaged relationships may lead to isolation and vulnerability.

Learning Outcome 6: Know the effects of withdrawing from drugs.

6.1   Describe the effects of withdrawing from drugs.

Headaches, difficulty breathing, sweating, racing heart, vomiting, tight muscles, increased anxiety, depression, poor sleep.

Learning Outcome 7: Know some of the agencies offering help and information on drug misuse.

7.1   Identify some sources of help and information related to drug abuse.

NHS, FRANK, Families Anonymous.

7.2   Describe how the sources of help and information differ from one another.

NHS – GPs can offer help and advice and make referrals to specialist services. FRANK – website with a live chat facility offering support. Families Anonymous – local support groups for families of drugs users.

Teaching Strategies and Learning Activities

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difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Group discussion
- Practice file

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Employment Rights, Contracts and Pay

Unit Reference	L/504/8801
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about employment legislation	1.1. Describe the function of different policies that an organisation should have in place 1.2. Explain why it is important that the identified policies are implemented
2. Know about statutory and contractual employment rights	2.1 Explain the difference between contractual and statutory employment rights
3. Know about a contract of employment	3.1 Describe different ways in which a contract of employment may be formed 3.2 Explain the purpose of the main sections of a written contract of employment
4. Understand the implications of breach of contract	4.1 Describe the different ways that an employer may breach a contract of employment 4.2 Describe different ways that an employee may breach a contract of employment 4.3 Describe the possible outcomes of a breach of contract

5. Know about payslips and pay	5.1	Explain the function of the key items on a given payslip
	5.2	Explain how net pay is calculated
	5.3	Explain what the tax code means

Employment Rights, Contracts and Pay – L/504/8801 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about employment legislation.

1.1   Describe the function of different policies that an organisation should have in place.

1.2   Explain why it is important that the identified policies are implemented.

Learning Outcome 2: Know about statutory and contractual employment rights.

2.1   Explain the difference between contractual and statutory employment rights.

Learning Outcome 3: Know about a contract of employment.

3.1   Describe different ways in which a contract of employment may be formed.

3.2   Explain the purpose of the main sections of a written contract of employment.

Learning Outcome 4: Understand the implications of breach of contract.

4.1   Describe the different ways that an employer may breach a contract of employment.

4.2   Describe different ways that an employee may breach a contract of employment.

4.3   Describe the possible outcomes of a breach of contract.

Learning Outcome 5: Know about payslips and pay.

5.1   Explain the function of the key items on a given payslip.

5.2   Explain how net pay is calculated.

5.3   Explain what the tax code is.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Essay
- Written description
- Case Study
- Group discussion

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

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Additional Information

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Enterprise Skills

Unit Reference	A/504/9491
Level	2
Credit Value	1
Guided Learning	8
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the characteristics of successful entrepreneurs and how these are important in business situations	1.1. Describe the skills that are needed to be a successful entrepreneur 1.2. Describe the attitudes and qualities that are needed to be a successful entrepreneur 1.3. Describe how entrepreneurial skills, attitudes and qualities can enable a business to maintain success
2. Understand own strengths as an enterprising person and ways to develop own enterprising characteristics	2.1 Describe own strengths in terms of enterprising skills, attitudes and qualities 2.2 Evaluate skills in terms of ability to set up and maintain a business/enterprise 2.3 Agree activities to develop and strengthen own enterprising skills and attitude 2.4 Identify how developing own attitudes and behaviors will make the most of enterprise opportunities

Enterprise Skills – A/504/9491 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the characteristics of successful entrepreneurs and how these are important in business situations.

1.1   Describe the skills that are needed to be a successful entrepreneur.

1.2   Describe the attitudes and qualities that are needed to be a successful entrepreneur.

1.3   Describe how entrepreneurial skills, attitudes and qualities can enable a business to maintain success.

Learning Outcome 2: Understand own strengths as an enterprising person and ways to develop own enterprising characteristics.

2.1   Describe own strengths in terms of enterprising skills, attitudes and qualities.

2.2   Evaluate skills in term of ability to set up and maintain a business/enterprise.

2.3   Agree activities to develop and strengthen own enterprising skills and attitudes.

2.4   Identify how developing own attitudes and behaviors will make the most of enterprise opportunities.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Equal Opportunities, Prejudice and Discrimination

Unit Reference	Y/505/6044
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the meaning of the terms 'prejudice' 'discrimination', equal opportunities	1.1.	Define the terms 'prejudice', 'discrimination' and equal opportunities
	1.2.	Explain the difference between prejudice and discrimination
2. Know about stereotypical attitudes	2.1	Describe a range of stereotypes
	2.2	Outline positive and negative factors in relation to the stereotypes identified
3. Know ways that attitudes are formed	3.1	Describe how own attitudes have been formed
	3.2	Identify some of the ways in which attitudes may be challenged
4. Know the consequences of prejudice and discrimination	4.1	Describe ways in which prejudice may manifest itself
	4.2	Describe, with examples, how discrimination may be positive and negative
	4.3	Give examples of discrimination within a range of contexts

	4.4	Explain how discrimination can lead to disadvantage
5. Understand the importance of Equal Opportunities legislation	5.1	Explain why Equal Opportunities legislation is needed in the workplace and in daily life
	5.2	Explain how employers ensure compliance with equal opportunities legislation

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Equal Opportunities, Prejudice and Discrimination – Y/505/6044 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the meaning of the terms 'prejudice' 'discrimination', equal opportunities.

1.1   Define the terms 'prejudice', 'discrimination' and equal opportunities.

Prejudice is a preconceived and unfair attitude or idea about other groups of people.

Discrimination is the behaviour that exemplifies that attitude or idea Equal Opportunities is the term used to express the belief that discrimination is always wrong and that we should put in place as many measures as are necessary to eliminate it. If we cannot change people's attitudes, we can make sure that these are not manifested as behaviours.

1.2   Explain the difference between prejudice and discrimination.

The idea that black people are less intelligent than white people is a prejudice. Denying black people access to Higher Education on the basis of the prejudice is discrimination.
Believing that poor people are 'undeserving' is a prejudice. Making it difficult for poor people to get access to benefits and work is discrimination.

Learning Outcome 2: Know about stereotypical attitudes.

2.1   Describe a range of stereotypes.

A stereotype is way of grouping people together by one or more of their common characteristics. In AC1.2, 'black people' and 'poor people' are stereotypes. More complex stereotypes associate a range of characteristics. For instance: Asian people and doctors; tall people and powerful people.

2.2   Outline positive and negative factors in relation to the stereotypes

identified.

Stereotypes are neutral and do not, in themselves, imply praise or blame, good or bad.
The main advantage is that it enables a rapid response to new situations based on similar situations in the past.

The main disadvantage is that stereotypes are never completely truthful. They enable a simple sorting or selection process that is often useful, though there are always risks that the 'exception proves the rule'.
Not all big, loud dogs are vicious but it makes sense to be wary of them.
Much of our humour relies on stereotypes.

Psychologically, stereotypes seem to be a process of maturation – the way the human brain develops in infancy. Babies learn to group things with particular features: for instance, four legs = dog. As they grow and develop, they learn to subdivide the group more subtly: dogs, cats, horses, cows etc. But these are still stereotypes. This clearly has benefits when something with stripes might be a tiger.

Learning Outcome 3: Know ways that attitudes are formed.

3.1   Describe how own attitudes have been formed.

Attitudes are formed early in life as a result of the culture, beliefs and behaviours in our family or community. As we develop, other attitudes are formed that are based on our experiences. Much of our cultural heritage is embedded as 'attitudes', including religious and ethical principles, the style in which we expect to live, the education we consider acceptable. For this AC, learners must reflect on their own background and experiences to see the relationship of their history to their current attitudes.

3.2   Identify some of the ways in which attitudes may be challenged.

Attitudes that are embedded early in life are hard to recognise and, therefore, challenge whereas attitudes resulting from experience are mutable.

The first step is always to find out the origins of the attitude by asking open questions and then to identify 'exceptions to the rule'. Someone who is open to questioning their attitudes can challenge them by looking for, and noticing, exceptions. A simple example might be that young, male drivers are aggressive and women drivers can't parallel park. This is true of some people but not of the majority. Finding out about other people's attitudes can help to challenge our own.

Learning Outcome 4: Know the consequences of prejudice and discrimination.

4.1   Describe ways in which prejudice may manifest itself.

Any behaviour that is based on a prejudice is 'discrimination' or 'discriminatory behaviour'. There are two examples in AC1.2.

4.2   Describe, with examples, how discrimination may be positive and negative.

If the prejudice is positive or favourable, then positive discrimination results. The best known of these is the 'halo effect', a cognitive bias where positive attitudes about one characteristic of a person inclines us to think favourably of them. Attractive people are more likely to be believed when they are plaintiffs or witnesses in a court case, for example, and pretty children are more likely to be praised for good behaviour.
If the prejudice is unfavourable, discrimination will take a negative form. In the examples above, the corollary is that ugly people are less likely to be believed and unattractive children's good behaviour is less likely to be noticed than their bad behaviour.

4.3   Give examples of discrimination within a range of contexts.

Discrimination always leads to disadvantage because it is unfair: when one group is treated more favourably than another, the other group is disadvantaged. Examples of discrimination may be taken from current society (at the time of writing, President Trump seeks to exclude certain nationalities from visiting the US because he believes they are more likely than others to be terrorists) or from their own experience.
A 'range'means at least three different contexts.

4.4   Explain how discrimination can lead to disadvantage.

See AC4.2 and AC4.3 The learner should choose some examples and show the progression from stereotype to disadvantage.
Learning Outcome 5: Understand the importance of Equal Opportunities legislation.

5.1   Explain why Equal Opportunities legislation is needed in the workplace and in daily life.

Review how different Equal Opportunities legislation came about through public pressure and the need to address societal problems. (e.g., Equal Pay Act, Disability Discrimination Act, Race Relations Act) and how all previous legislation has been subsumed in the Equality Act 2010. From this, learners will be able to make connections between the legislation and

why it is needed.

5.2   Explain how employers ensure compliance with equal opportunities legislation.

Equal Opportunities policies express the values of organisations in respect of fairness of treatment. The policy sets out what will be done, how and when, to ensure fairness of treatment and what the consequences will be of non-compliance.

Legislation is what you must do: policies are what you should do. All Equal Opportunities policies include all elements of legislation. Stating a principle in an organisation policy normalises (generalises) it across the organisation and can change attitudes, since we find it difficult to behave in one way but believe a different way (cognitive dissonance).

Some ways in which employers comply with the law include:
- Making buildings accessible
- Providing 'reasonable adjustments' to accommodate disability or mental health conditions
- Ensuring that men and women are paid based on the work they do and not on their gender
- Removing equal opportunities monitoring information before applications for jobs are assessed
- Flexible working arrangements

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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Additional Information

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Ethical Issues in Social Policy

Unit Reference	L/504/9706
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about ethics	1.1. Explain what is meant by ethics 1.2. Identify an ethical dilemma and the key issues surrounding it
2. Understand current legislation and policies relating to an ethical dilemma	2.1 Describe the key points of the legislation and policies relevant to the chosen ethical dilemma
3. Be able to appreciate competing views in an ethical debate	3.1 Identify different views on the chosen ethical dilemma 3.2 Draw own conclusion(s)

Ethical Issues in Social Policy – L/504/9706 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about ethics.

1.1   Explain what is meant by ethics.

Answers will broadly state: Ethics represent a moral code that individuals and societies live by. Ethics underpin political viewpoints, religious beliefs and cultural practices in addition to serving as a person's sense of right and wrong.

1.2   Identify an ethical dilemma and the key issues surrounding it.

Answers can consider any current/relevant ethical dilemma including the following examples: abortion debate (is abortion murder? Do women have the right to make the decision to abort a foetus? Under what circumstances? At what age is a foetus considered being living/conscious/able to feel pain and at what point in gestation should abortion be prohibited?), end of life care (Is allowing patients to die murder? Who has the right to decide to allow a patient to die? What actions/inactions are allowable to enable a life to end?), and gene editing (should gene editing only be allowed to eradicate serious, life-shortening conditions? Should other disabilities be eradicated using gene editing? Should gene editing be allowed to utilise only desirable genes?).

Learning Outcome 2: Understand current legislation and policies relating to an ethical dilemma.

2.1   Describe the key points of the legislation and policies relevant to the chosen ethical dilemma.

An example ethical dilemma might focus on equal pay and employment policies. Responses could draw on the issues surrounding pay inequalities and the reasons/arguments as to why men typically are paid more than women for the same work. For example, arguments that support men being paid more are that women often have long-term breaks from work during child rearing years. Discussion of the Equality Act (2010) (which

ensures the right for men and women who undertake the same work to receive the same level of pay and contractual benefits) would be useful. In addition, discussion of maternity/paternity legislation would highlight how equality in work might be achieved. Learners should consider the extent to which the legislation does support equality of pay and rights within employment between the genders.

Learning Outcome 3: Be able to appreciate competing views in an ethical debate.

3.1   Identify different views on the chosen ethical dilemma.

Answers should consider at least two views. The different views discussed can be opposing or a nuanced set of views can be utilised. For example, in the discussion as to whether end of life care decisions to allow a patient to die should be allowed, some doctors may argue that withdrawing food and water to enable a patient who is terminally ill and non-responsive is in the best interests of the patient. Other doctors may argue that allowing a patient in their care to die when death can be prevented fundamentally goes against the Hippocratic Oath.

3.2   Draw own conclusion(s).

Answers should respond to the range of different views and draw conclusions based on which views the learner personally subscribes to and which they disagree with. Reasons as to why the learner supports or disagrees with the views should be explored.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

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

Evidence of Achievement

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Family Relationships

Unit Reference	T/504/8808
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know about family units	1.1.	Outline the variety of forms family units may take
	1.2.	Identify the strengths and weaknesses of each type of identified family unit
2. Know about the different roles within a family unit	2.1	Describe the different roles of members of a family unit
	2.2	Explain how the roles may change over time.
3. Know about problems in family life	3.1	Describe the most common causes of problems in family life
	3.2	Describe the possible effects the problems may have on the family
	3.3	Identify strategies that could be used to alleviate some of the problems
	3.4	Assess the strategies identified
4. Understand own responsibilities within the family to family members	4.1	Describe own responsibilities within the family to other family members
	4.2	Outline how these responsibilities can be carried out

5. Know about the changing needs of family members	5.1	Describe how the needs of family members may change as circumstances change
	5.2	Outline the consequences of these changing needs
6. Be able to develop own strategies for personal development as a member of the family unit	6.1	Produce a personal development plan for the future in relation to own and their family's needs
	6.2	Identify possible problems within the personal development plan
	6.3	Identify solutions to the identified problems

Supporting Unit Information

Family Relationships – T/504/8808 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about family units.

1.1   Outline the variety of forms family units may take.

a) Two parents and children (nuclear family), b) single parent family, c) extended family (other family members living in the same house), d) step family,(remarriage or moving in after divorce with other family from previous relationship), e) Grandparent family(where the child lives with grandparents)

1.2   Identify the strengths and weaknesses of each type of identified family unit.

a) Strengths – support and nurturing from 2 parents and 2 potential sources of income.
b) Strengths – tight bond, often work closely together within the household. Weakness – difficult to get help with childcare, and only one potential source of income.
c) Strengths – support and nurturing on many levels, all working together. Weaknesses – may include older relatives that unable to care for themselves, may seem crowded.
d) Strengths – newly formed relationships, excitement. Weakness – can be difficult to start with, children and parents adjusting to change and alternative discipline methods or levels.
e) Strengths – Strong nurturing. Weakness – there may have been some trauma involved in the decision for the grandparents to bring up the child, like death, divorce or incarceration.

Learning Outcome 2: Know about the different roles within a family unit.

2.1   Describe the different roles of members of a family unit.

Parent, to provide, protect and teach the child, make decisions and manage the family, grandparent to support the parent and nurture the

child, the child- who should work with the parents (and grandparents) and respect them, siblings who should support each other.

2.2   Explain how the roles may change over time.

Normal, or unforeseen, changes over time will require change as with age, individuals take on additional roles, like a child will take on more caring duties with the birth of a younger sibling, or by getting married themselves (or living with someone) and becoming a parent, thus changing the role of the parent to that of grandparent.

Learning Outcome 3: Know about problems in family life.

3.1   Describe the most common causes of problems in family life.

Learners should research and cover as a minimum: disagreements and differences of opinion, changes in family structure (new baby, separation, death, maturing and growing up), jealousy and spite, changes that affect financial stability (loss of job, new job etc.), moving to a new house, health issues, sexual identity issues, addition (drugs, alcohol, gambling), betrayal and infidelity, abuse.

3.2   Describe the possible effects the problems may have on the family.

Learners should cover the effects on the relationship as well as the effect on well-being; anger and arguments, avoidance, stress, tiredness and lack of energy, depression, feeling alone and withdrawing, unable to concentrate or enjoy normal activities, not being sociable, drinking or taking drugs as a form of escape.

3.3   Identify strategies that could be used to alleviate some of the problems.

Learners should identify and cover sources within the family as well as external sources and provide examples; talking and negotiation, accepting that all members have the right to different opinions, getting external help (family counselling, mediation, workshops, parenting support website, Relate, Lifeline etc.)

3.4   Assess the strategies identified.

Learners should comment on the quality and value of each of the strategies they have identified in terms of how successful they think each would be.

Learning Outcome 4: Understand own responsibilities within the family to family members.

4.1   Describe own responsibilities within the family to other family members.

This will be personal to each learner. They will need to explain where they are in relation to other family members and siblings and how they see their responsibility within that role (for example as an older sibling, supporting or caring for younger siblings, supporting the parents with childcare etc.).

4.2   Outline how these responsibilities can be carried out.

Learners need to give examples of how these responsibilities are carried out, this could be by describing what tasks they have to perform (e.g. preparing meals, helping others to get dressed, cleaning up etc.)

Learning Outcome 5: Know about the changing needs of family members.

5.1   Describe how the needs of family members may change as circumstances change.

Learners should cover how change occurs as a result of the child growing and maturing, changing environments (schools), relationships and physical needs (physical maturity and privacy – the need for more space. etc.). Change may also happen – but not be limited to - a result of moving area, and new schools, college, separation, (of friends) or by a parent moving in with a new partner and their family, or an elderly member needs additional care and support.

5.2   Outline the consequences of these changing needs.

Consequences should include change in roles and change in family structure and the possible effect on the well-being of the family members.

Learning Outcome 6: Be able to develop own strategies for personal development as a member of the family unit.

6.1   Produce a personal development plan for the future in relation to own and their family's needs.

Learners need to create a plan which could be based on all aspects of life including education, career, finances, family and personal needs. E.g. education and career goals, and family-oriented needs (spending more time together, managing emotions better, helping support grandparents/younger siblings, helping with household chores, improve meals etc). Goals should be identified, then statements on HOW they can be achieved, with a time scale allocated.

6.2   Identify possible problems within the personal development plan.

Possible problems could be that the family do not support the development plan, the needs/goals are too many or not well enough defined, target dates are not achievable, or the description on how they will be achieved is not detailed enough with the skills or resources identified and their use.

6.3   Identify solutions to the identified problems.

Solutions could include discussion with the family, contribution by the family, and researching where to get support to meet the needs/goals externally if required.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group
Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Group and Teamwork Communication Skills

Unit Reference	R/505/8925
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has eight learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the roles and responsibilities associated with working in a group	1.1. Describe the different roles and responsibilities for group members when working in group situations
2. Understand how to communicate verbally with group members	2.1 Assess own ability to communicate with others appropriately in a range of group situations
3. Understand the importance of listening to others within group situations	3.1 Analyse own ability to listen to others 3.2 Respond appropriately in order to develop conversations
4. Understand others' rights to communicate within a group situation	4.1 Draw conclusions from other members' views/responses without interrupting 4.2 Perform effectively in a group discussion
5. Understand the importance of co-operation when working in group situations	5.1 Assess a range of group situations and explain why co-operation is necessary to achieve agreed outcomes

6. Understand the importance of praise and constructive criticism in a variety of contexts	6.1	Identify and explain appropriate responses to praise and constructive criticism from group members in different structured contexts
7. Be able to give praise and constructive criticism appropriately	7.1	Critically compare a range of situations to clarify when it is appropriate to either praise or criticise
	7.2	Assess own ability to give praise and constructive criticism appropriately
8. Understand relationships within own team	8.1	Assess own relationship with the rest of the team

Supporting Unit Information

Group and Teamwork Communication Skills – R/505/8925 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the roles and responsibilities associated with working in a group.

1.1   Describe the different roles and responsibilities for group members when working in group situations.

Consider who is in the group; this may be people from the same department but may also include external contractors and other organisations. It may be useful to look at job roles and person specifications but also consider what responsibility each member has, what company or department they represent, previous experience and individual skill set.

Learning Outcome 2: Understand how to communicate verbally with group members.

2.1   Assess own ability to communicate with others appropriately in a range of group situations.

Professional and appropriate communication is essential in a corporate environment. Language, address, phrasing, terminology and structure are key components to effective communication. A self-evaluation form could be considered prior to a discussion, which could then be reviewed and updated following feedback from discussions with others.

Learning Outcome 3: Understand the importance of listening to others within group situations.

3.1   Analyse own ability to listen to others.

A self-evaluation form could be considered prior to any listening tasks which could then be reviewed and updated following feedback from others.

3.2   Respond appropriately in order to develop conversations.

Any questions or additional information required should be presented by an appropriate verbal response. More informal conversations could focus on business interests, hobbies or family but must still be communicated in a professional manner.

Learning Outcome 4: Understand others' rights to communicate within a group situation.

4.1   Draw conclusions from other members' views/responses without interrupting.

Ensure sufficient time is taken to listen to individual views/responses, appropriate notes should be used to identify key information, views, strengths/weaknesses, key points that need to be actioned and any additional questions this raises. Responses or further questions from the group can be asked at the end. Consideration may also include job roles, experience or personal beliefs.

4.2   Perform effectively in a group discussion.

Actively contribute to a discussion in a professional manner; this should include verbal communication to a group, uninterrupted listening of others and appropriate questions or responses to others.

Learning Outcome 5: Understand the importance of co-operation when working in group situations.

5.1   Assess a range of group situations and explain why co-operation is necessary to achieve agreed outcomes.

This may be a project that requires contributions from different individuals, different departments, external contractors or component manufacturers. Explain why several people with different skills, knowledge, experience or authorisation may have to co-operate as a group to complete a task or project.

Learning Outcome 6: Understand the importance of praise and constructive criticism in a variety of contexts.

6.1   Identify and explain appropriate responses to praise and constructive criticism from group members in different structured contexts.

Identify the strengths and weaknesses of others in different situations, construct appropriate praise or comments and explain how this can motivate them. How would you respond? Explain how you might approach and construct comments when giving constructive criticism, and consider

how you would respond to any constructive criticism received.

Learning Outcome 7: Be able to give praise and constructive criticism appropriately.

7.1   Critically compare a range of situations to clarify when it is appropriate to either praise or criticise.

Consider different scenarios where praise or criticism may occur, this may be a meeting, appraisal or at an external event. Also consider who is present in these scenarios. How would the tone or comments be addressed in different situations?

7.2   Assess own ability to give praise and constructive criticism appropriately.

Assess the ability to identify strengths and weaknesses, construct appropriate comments and give praise and constructive criticism to others in different scenarios. A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis may be useful to assess own abilities.

Learning Outcome 8: Understand relationships within own team.

8.1   Assess own relationship with the rest of the team.

Teaching Strategies and Learning Activities

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.

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.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

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Additional Information

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Health and Safety Awareness in a Working Environment

Unit Reference	M/504/8693
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the key elements of health and safety policy at work	1.1.	Describe health and safety procedures for the organisation
	1.2.	Describe the importance of first aid as part of health and safety policy
	1.3.	Identify the personnel responsible for health and safety
2. Understand where potential hazards can occur in the workplace	2.1	Select the key areas within the workplace which affect health and safety management
	2.2	Assess potential hazards within the workplace
3. Know how to maintain a safe environment in the workplace	3.1	Describe ways of maintaining a safe working environment
	3.2	Explain the role that good housekeeping plays in maintaining a safe working environment
4. Understand the individual's responsibility for health and safety at work	4.1	Explain the importance of using personal protective equipment
	4.2	Outline the correct procedures for manual handling

	4.3	Outline the correct procedures for the use of display screen equipment
	4.4	Explain the importance of controlling hazardous substances in the workplace
	4.5	Explain why it is important to report all accidents, diseases and dangerous occurrences in the workplace
5. Understand the procedures for fire prevention and evacuation	5.1	Identify the company procedure for evacuating the premises in an emergency
	5.2	Describe the key elements in fire prevention
	5.3	Explain the process of raising the alarm in the event of fire
6. Understand the purpose of risk assessment	6.1	Differentiate between risks and hazards
	6.2	Describe the process of risk assessment
	6.3	Identify the potential hazards
	6.4	Explain the role of risk assessment in reducing accidents at work
	6.5	Assess the risks

Health and Safety Awareness in a Working Environment – M/504/8693 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the key elements of health and safety policy at work.

1.1   Describe health and safety procedures for the organisation.

Explanation of company policies and procedures and why they must be adhered to at all times. Know who the health & safety representative is, who the local authority representatives are. Who is the appointed first aider and are there any first aid at work qualified staff, and if so who are they? Whoever is first aware of the health & safety incident must make the area safe and then report to an appropriately trained first aider, supervisor, team leader or manager. Should the accident be of such severity, it will be reported to RIDDOR. The learner will have a basic understanding of what are RIDDOR reportable accidents.

1.2   Describe the importance of first aid as part of health and safety policy.

First aid is an important part of health & Safety at work and it is an employer's legal requirement to provide a minimal level of first-aid for all staff. This applies to all businesses and is to ensure that all employees receive the right immediate attention if they are injured or taken ill at work.

Minimum level of first aid includes adequate and appropriate:

- Materials, equipment and facilities
- Personnel
- Information for staff about first-aid arrangement

The first-aid requirements of each business can be different. This is why it's important to carry out an assessment of your first aid to see what equipment and personnel you might need. You should also provide your staff with information about your arrangements.

It is important to complete a first aid needs assessment. This involves assessing the hazards and risks in the business. Assessing company hazards and risks can be determined by carrying out a risk assessment.

1.3   Identify the personnel responsible for health and safety.

HR and personnel has the responsibility of balancing the best interests of employees with those of the organisation.

Health and safety compliance can be quite technical and often requires the services of health and safety officer or an outsourced health and safety consultancy business. Even in this case, HR and personnel is an important link between management and employees.

Learning Outcome 2: Understand where potential hazards can occur in the workplace.

2.1   Select the key areas within the workplace which affect health and safety management.

Dependant on the workplace, largely depends on the areas that are most affected by health & safety management. However, key areas in any business are:
- Trailing wires and cables – in an office environment or with any electrical equipment. Learner to give examples in their actual, or simulated, place of work.
- Slips, trips and falls – the biggest cause of injury in the workplace.
- Ensuring correct PPE is worn at all times. Learner to state items of PPE and reasons for use, such as wearing goggles when using electric machinery, dust masks when sanding, ear defenders when using very loud equipment, steel toe capped boots when on site, protective trousers when using chain saws, hard hats when on site, high visibility clothing when on site, safety harnesses when working at height, appropriate gloves when handling chemicals. Learners will wear appropriate PPE when carrying out learning or tasks on site.
- Incorrect use of equipment. Learner to give examples of equipment used in their actual, or simulated, place of work and how to use safely.

2.2   Assess potential hazards within the workplace.

In an office environment; ensuring the area around your desk is clear of rubbish, pens and pencils are in pots, use of filing trays, no drinks near electronic equipment, no trailing wires or cables.

In a workshop environment; ensuring all machinery is stored safety and correctly (giving examples if appropriate), machinery is protected with safety guards and shields, PPE is stored in cupboards or on shelving,

mindful of own safety and that of others whilst in the workshop – i.e. no running.

On a building site; ensuring appropriate PPE is worn at all times, including high visibility clothing, hard hats, harnesses, vehicles are safely parked when not in use.

Learning Outcome 3: Know how to maintain a safe environment in the workplace.

3.1   Describe ways of maintaining a safe working environment.

Learner will give examples such as:
- Uniforms must be worn in businesses such as construction, where workers must be wearing hard hats at all times in specified zones of the job site, firefighting as firefighters must have the latest fire-retardant outfits and durable helmets and the chemical industry as certain employees must always be wearing safety goggles.
- Putting up signs to reinforce the rules and displaying of proper emergency exit signs, having working smoke detectors and appropriate and fully tested fire extinguishers.
- Ensuring the building is compliant – for example, mats to reduce slippery footing and yellow markings on stair edges.

3.2   Explain the role that good housekeeping plays in maintaining a safe working environment.

The learner may speak with managers or complete pre-set worksheets to confirm their knowledge and understanding of how good housekeeping can prevent accidents and incidents in the workplace. Ensuring all staff are aware of, and adhere to, promoting good housekeeping makes for a safer working environment for everyone.

Learning Outcome 4: Understand the individual's responsibility for health and safety at work.

4.1   Explain the importance of using personal protective equipment.

Legally, the employer must ensure that there is suitable work-wear and appropriate PPE provided should the job expose the employee to any health and safety risks. As well as provided PPE, employers also have a duty to ensure that all staff are fully trained, prepared and supervised. In the event of a hazard risk, the employer should provide employees with all the knowledge, skills and equipment needed. It is the duty of the employer to fully engage with any training provided that instructs on how to properly wear and use PPE provided by the employer.

Ensuring correct PPE is worn at all times is the responsibility of the individual. However Learner to state items of PPE and reasons for use, such as wearing goggles when using electric machinery, dust masks when sanding, steel toe capped boots when on site, protective trousers when using chain saws, hard hats when on site, high visibility clothing when on site, safety harnesses when working at height, appropriate gloves when handling chemicals. Learners will wear appropriate PPE when carrying out learning or tasks on site.

4.2   Outline the correct procedures for manual handling.

Being mindful of bending the knees (and not the back) when lifting heavy objects off the ground, using barrows and trucks for large, heavy and bulky items, making use of colleagues appropriately to assist when moving and lifting large items. The learner may demonstrate safe manual handing practices.

4.3   Outline the correct procedures for the use of display screen equipment.

Employers must protect your workers from the health risks of working with display screen equipment (DSE), such as PCs, laptops, tablets and smartphones.

The Health and Safety (Display Screen Equipment) Regulations 1992 apply to workers who use DSE daily, for an hour or more at a time. Employers must:

- Do a workstation assessment
- Reduce risks – ensure workers take regular breaks
- Provide an eye test if requested
- Provide training and information on safe working

4.4   Explain the importance of controlling hazardous substances in the workplace.

Exposure to chemicals commonly used in workplaces can lead to a variety of health conditions such as poisoning, skin rashes and disorders of the lung, kidney and liver. Common hazardous substances in the workplace include acids, caustic substances, disinfectants, glue, paint and pesticides.

A hazardous substance can be inhaled, splashed onto the skin or eyes, or swallowed. Some of the possible health effects can include poisoning, nausea and vomiting, headache, skin rashes and chemical burns.

4.5   Explain why it is important to report all accidents, diseases and dangerous occurrences in the workplace.

Non-life threatening work placed accidents and incidents must be recorded in the company accident book and more serious accidents and incidents must be reported, by law, to RIDDOR. Employers must report and keep records of, work-related accidents which cause death, work-related accidents which cause certain serious injuries, diagnosed cases of certain industrial diseases, certain 'dangerous occurrences' (incidents with the potential to cause harm). The report to RIDDOR informs the enforcing authorities (HSE, local authorities and the Office for Rail Regulation (ORR)) about deaths, injuries, occupational diseases and dangerous occurrences so they can identify where and how risks arise, and whether they need to be investigated.

Learning Outcome 5: Understand the procedures for fire prevention and evacuation.

5.1   Identify the company procedure for evacuating the premises in an emergency.

The learner will understand to raise the alarm (the learner would state the location of the alarm), leave the building in an orderly manner and meet at the designated fire assembly point (the learner would state where the assembly point is).

5.2   Describe the key elements in fire prevention.

A fire risk assessment may need to be carried out. The learner will understand and demonstrate how to undertake a risk assessment. Understand the three elements needed to start a fire (heat, oxygen and fuel) and by removing one of those, the fire will not continue. Checking electrical equipment, not smoking, not leaving cooking food unattended, keeping the workplace clean and tidy, controlled use of portable heaters can be highlighted dependant on the work environment.

5.3   Explain the process of raising the alarm in the event of fire.

The fire alarm would be raised by smashing the glass, sounding the horn or whatever process is relevant to the company (the learner would state the location of the alarm), leave the building in an orderly manner and meet at the designated fire assembly point (the learner would state where the assembly point is). The learner will understand the role of the fire marshal, the need for signing in and out sheets/registers and building safety checks.

Learning Outcome 6: Understand the purpose of risk assessment.

6.1   Differentiate between risks and hazards.

The difference is that a hazard is something that will cause harm, while a risk is the possibility that a hazard may cause harm.

6.2 Describe the process of risk assessment.

The learner will explain knowing that a risk assessment is a systematic examination of a task, job or process carried out at work for the purpose of identifying the significant hazards and the risk of someone being harmed. It also includes a decision on what further control measures must be taken to reduce the risk to an acceptable level. In addition, the learner will demonstrate that knowledge and understanding by completing a risk assessment.

6.3 Identify the potential hazards.

The learner will identify potential hazards in their own, or perceived, workplace. Dependant on the business, these can include:
- poor or inadequate lighting
- ergonomic hazards (e.g. poor posture)
- extremes of temperature
- manual handling hazards
- slip, trip and fall hazards
- electrical hazards
- unguarded machinery
- contagious illnesses spread by sick workers
- fire hazards and flammable materials
- chemical hazards (e.g. cleaning products, pesticides)
- stress hazards
- confined spaces
- insect bites
- high exposure to sunlight
- temperature extreme
- constant loud noise
- faulty vehicles
- social support or relations

6.4 Explain the role of risk assessment in reducing accidents at work.

The completed risk assessment reduces the risk (to an acceptable level) of someone being harmed by the implementation of suitable and appropriate control measures.

6.5 Assess the risks.

Assess the risks means employers must consider how likely it is that each hazard could cause harm. This will determine whether or not the employer should reduce the level of risk by putting control measures in

place. Even after all precautions have been taken, some risk – although lowered – usually still remains. Employers must decide for each remaining hazard whether the risk remains high, medium or low.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Product evidence
- Observation reports
- Interview/professional discussion
- Site risk assessment
- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Healthy Living

Unit Reference	Y/504/8266
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about personal fitness	1.1. Explain the term 'personal fitness' 1.2. Describe the advantages of different activities in relation to personal fitness 1.3. Describe the disadvantages of different activities in relation to personal fitness
2. Be able to develop a personal exercise programme to improve own healthy lifestyle	2.1 Develop a programme of personal exercise to improve own healthy lifestyle 2.2 Record own progress
3. Know about the role of a balanced diet in promoting good health	3.1 Explain the principles of healthy eating 3.2 Design nutritionally balanced meals for self 3.3 Give the reasons for choice of the meals
4. Know about the importance of personal hygiene and grooming	4.1 Explain the reasons for personal hygiene 4.2 Explain the reasons for good grooming
5. Understand the issues of sex	5.1 Describe methods of contraception. 5.2 Explain the need for sexual responsibility in

education and contraception		personal relationships
	5.3	Identify sexually transmitted diseases
	5.4	Explain the cause and consequences of identified sexually transmitted diseases
6. Be able to take responsibility for own health and lifestyle	6.1	Devise an action plan for a healthy lifestyle
	6.2	Access information from agencies to support own action plan

Healthy Living – Y/504/8266 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about personal fitness.

1.1   Explain the term 'personal fitness'.

Personal fitness is working towards achieving your fitness goals to help you feel both physically and mentally better. It involves finding a plan that is suited to the individual and their needs.

1.2   Describe the advantages of different activities in relation to personal fitness.

Describe the advantages of various activities. For example: running can build stamina, swimming can build core strength, and team games can improve confidence and social life.

1.3   Describe the disadvantages of different activities in relation to personal fitness.

Some activities can become unhealthy. For example: injuries from contact sports, joint pain from running, overtraining or overusing muscles.

Learning Outcome 2: Be able to develop a personal exercise programme to improve own healthy lifestyle.

2.1   Develop a programme of personal exercise to improve own healthy lifestyle.

Learners should develop a programme of personal exercise that meets their own fitness and well-being goals. It should be accessible, achievable and affordable.

2.2   Record own progress.

Their progress on their personal exercise programme should be recorded

as part of a fitness log.

Learning Outcome 3: Know about the role of a balanced diet in promoting good health.

3.1   Explain the principles of healthy eating.

Explain the key principals of a healthy diet – a balanced diet that is high in fibre, has 5 portions of fruit and vegetables a day, is low in saturated fats, has wholegrain carbohydrates, has proteins, is low in sugar/salt and includes 6 – 8 glasses of water a day.

3.2   Design nutritionally balanced meals for self.

Using these principals, learners should design nutritionally balanced meals for themselves

3.3   Give the reasons for choice of the meals.

Learners should explain their meal choices referring back to the key principals.

Learning Outcome 4: Know about the importance of personal hygiene and grooming.

4.1   Explain the reasons for personal hygiene.

Learners should explain why personal hygiene is important. For example, that by washing your hands regularly it helps to prevent the spread of infection from viruses or how tooth brushing helps to prevent decay.

4.2   Explain the reasons for good grooming.

Learners should explain why good grooming is important. For example, improved appearance can build confidence and support self-esteem. It may also help to create a good first impression.

Learning Outcome 5: Understand the issues of sex education and contraception.

5.1   Describe methods of contraception.

Learners should describe methods of contraception. This can include: condoms, the female contraception pill, cap/diaphragms, implants, female condom, IUD or coil, female sterilisation, vasectomy.

5.2   Explain the need for sexual responsibility in personal relationships.

Learners should explain why each individual has personal responsibility for their sexual health and for the health of the person they are in a relationship with.

5.3   Identify sexually transmitted diseases.

Examples can include: HIV/AIDS, hepatitis, chlamydia, gonorrhoea, syphilis, genital warts, herpes and lice.

5.4   Explain the cause and consequences of identified sexually transmitted diseases.

Bacteria, parasites and viruses can all cause sexually transmitted diseases. Some of the consequences of sexually transmitted diseases include: complications in pregnancy, long term health problems, pelvic inflammatory disease and infertility.

Learning Outcome 6: Be able to take responsibility for own health and lifestyle.

6.1   Devise an action plan for a healthy lifestyle.

Learners should create an action plan for a healthy lifestyle. This can include: healthy meal planning and personal fitness and exercise goals.

6.2   Access information from agencies to support own action plan.

These agencies can include: NHS website, the Terrance Higgins Trust, local sports clubs and associations.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

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Additional Information

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Human Behaviour in Relationships

Unit Reference	M/504/8810
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand different types of relationships	1.1. Identify different types of relationship 1.2. Explain each type of relationship identified
2. Understand own feelings in different relationships	2.1 Identify own personal relationships 2.2 Outline own personal relationships 2.3 Explain personal feelings associated with own relationships
3. Understand how feelings can influence behaviour	3.1 Identify key events in own life when feelings have influenced behaviour 3.2 Explain the reasons why own feelings have influenced behaviour 3.3 Explain whether these were positive or negative experiences
4. Understand different types of controlling situations	4.1 Explain different types of controlling behaviour 4.2 Identify reasons why people display certain behaviours 4.3 Identify occasions when they have felt in a controlling situation

5. Understand acceptable boundaries to behaviour	5.1	Give examples of unacceptable behaviour
	5.2	Explain why the identified behaviour was unacceptable
	5.3	Give examples of acceptable behaviour
	5.4	Explain why the identified behaviour was acceptable
6. Know about methods of challenging inappropriate behaviour	6.1	Identify different methods of tackling inappropriate behaviour
	6.2	Evaluate the effectiveness of each identified method
	6.3	Identify situations where these methods can be used in own life
7. Know about support agencies within his/her area	7.1	Identify a local agency that can offer support on: a) domestic violence b) bullying c) counselling
	7.2	Identify a national agency that can offer support on: a) domestic violence b) bullying c) counselling

Human Behaviour in Relationships – M/504/8810 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand different types of relationships.

1.1   Identify different types of relationship.

1.2   Explain each type of relationship identified.

Learning Outcome 2: Understand own feelings in different relationships.

2.1   Identify own personal relationships.

2.2   Outline own personal relationships.

2.3   Explain personal feelings associated with own relationships.

Learning Outcome 3: Understand how feelings can influence behaviour.

3.1   Identify key events in own life when feelings have influenced behaviour.

3.2   Explain the reasons why own feelings have influenced behaviour.

3.3   Explain whether these were positive or negative experiences.

Learning Outcome 4: Understand different types of controlling situations.

4.1   Explain different types of controlling behaviour.

4.2   Identify reasons why people display certain behaviours.

4.3   Identify occasions when they have felt in a controlling situation.

Learning Outcome 5: Understand acceptable boundaries to behaviour.

5.1   Give examples of unacceptable behaviour.

5.2   Explain why the identified behaviour was unacceptable.

5.3   Give examples of acceptable behaviour.

5.4   Explain why the identified behaviour was acceptable.

Learning Outcome 6: Know about methods of challenging inappropriate behaviour.

6.1   Identify different methods of tackling inappropriate behaviour.

6.2   Evaluate the effectiveness of each identified method.

6.3   Identify situations where these methods can be used in own life.

Learning Outcome 7: Know about support agencies within his/her area.

7.1   Identify a local agency that can offer support on:
      a) domestic violence
      b) bullying
      c) counselling

7.2   Identify a national agency that can offer support on:
      a) domestic violence
      b) bullying
      c) counselling

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Roleplay/simulation
- Group discussion

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

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Additional Information

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Improving Assertiveness and Decision Making Skills

Unit Reference	F/505/8709
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to present opinions with confidence and assertiveness	1.1. Present personal opinions and arguments in a group situation with confidence and assertiveness
2. Be able to make decisions and choices	2.1 Make positive decisions and choices through discussions with others 2.2 Give reasons for decisions and choices made
3. Know the rights and responsibilities of self and others when making decisions	3.1 Show that he/she can recognise own rights and responsibilities and those of others when making personal decisions and choices
4. Be able to negotiate to achieve a desired outcome	4.1 Use effective negotiation skills to achieve desired outcomes 4.2 Describe how negotiation achieves desired outcomes
5. Understand the implications and benefits of assertiveness	5.1 Describe personal situations where assertiveness has been, or could be, effectively used to achieve a desired outcome and explain why 5.2 List the benefits and implications of being assertive

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Improving Assertiveness and Decision Making Skills – F/505/8709 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to present opinions with confidence and assertiveness.

1.1   Present personal opinions and arguments in a group situation with confidence and assertiveness.

Aggressive behaviours are where the person asserts their own rights and needs above the rights and needs of other people. This may not appear 'aggressive' in the usual sense in which we use this word. For instance, they may not talk loudly or gesture angrily. However, this may change if the person does not get what they want.
Aggressive behaviours include: insisting that someone else does something they don't want to do; refusing to acknowledge a different point of view; refusing to listen to the other person.

Appropriate responses to aggressive behaviour are: keep your distance – aggressive people already have raised tension and getting close to them may escalate aggressive behaviours; acknowledge what you both agree on and isolate what you cannot agree to; behave assertively and calmly – aggressive behaviours are not reduced by passive responses. Use the UHT technique 'I understand that… However, I cannot agree to… Therefore …'; try to calm the situation and to gain time for both of you to reflect on the situation.

Passive behaviours are where the person asserts the rights and needs of other people above their own rights and needs. Again, this may not appear 'passive' in the sense of someone behaving meekly or shyly. Passive behaviours include: doing things that you don't want to do; not putting forward your own point of view; insisting that the other person has their way, even when offered the opportunity to argue for your own. Appropriate responses to passive behaviours include: do not take advantage! be assertive in asking the person what it is that they would like before answering a similar question; tell the person what you intend to do and ask them what they will do; stand your ground if they continue

to try and 'help' you and disadvantage themselves.

Assertive behaviours acknowledge the equal right of both parties to have their needs met.
Assertive behaviours include: giving the other person time to think and respond to points made in a conversation, using questioning skills to elicit further comments and to clarify points, negotiating decisions, seeking an equal division of labour or activities.
Appropriate responses to assertive behaviours: there is only one – be assertive, too.

Confident Behaviour includes:
Stance: upright and relaxed, head up, leaning in to a speaker during conversation
Body language: maintaining eye contact, smiling, nodding
Speech: clear and at a moderate pace, 'turn taking' in conversation, pausing to choose words, asking questions to elicit further information, giving own opinion having paid attention to the other person's.
Other behaviours: taking on tasks and situations that are not familiar, 'face the fear and do it anyway', Assertiveness

Relationships with others are generally benefited by more confident behaviour because communication is clearer and more honest. Each person in the relationship feels that it is more 'genuine' and this builds trust.

Learning Outcome 2: Be able to make decisions and choices.

2.1   Make positive decisions and choices through discussions with others.

'Positive decisions and choices' means that the learner should not just accept a solution or decision presented to them. 'Through discussions with others' may mean that the learner has had discussions with others before reaching a decision or making a choice and it may also be understood as a group discussion around the decisions and choices.

2.2   Give reasons for decisions and choices made.

'Give reasons' means that the learner must explain why they made the decisions and choices in AC2.1. These reasons should reflect an assertive and confident approach.
Learning Outcome 3: **Know the rights and responsibilities of self and others when making decisions.**

3.1   Show that he/she can recognise own rights and responsibilities and those of others when making personal decisions and choices.

See AC1.1 for an explanation of how this fits into Assertiveness.
Being assertive means that you know your own rights and that everyone else has the same rights. Your responsibility is to allow them the same rights as you and to accept the consequences of your own decisions, choices and behaviours.

- We have the right to judge your own behaviour, thoughts, and emotions, and to take the responsibility for their initiation and consequences upon ourselves.
- We have the right to offer no reasons or excuses in justification for our behaviour.
- We have the right to judge if we are responsible for finding solutions to other people's problems.
- We have the right to make mistakes – and be responsible for them.
- We have the right to say, "I don't know."
- We have the right to be illogical in making decisions.
- We have the right to say, "I don't understand."
- We have the right to say, "That is unacceptable to me."
- We have the right to ask other people to respond to our needs.
- We have the right not to respond to the needs of others
- We have the right to have feelings – and to express these feelings in ways that do not violate the dignity of other people.
- We have the right to decide whether we will meet other people's expectations or whether we will act in ways that suit us, as long as we act in ways which don't violate other people's rights.
- We have the right to say 'no' and not to feel guilty.

Learning Outcome 4: **Be able to negotiate to achieve a desired outcome.**

4.1   Use effective negotiation skills to achieve desired outcomes.

Negotiation is the art of reaching an agreement that is acceptable to all parties, sometimes described as a 'win-win' agreement.
'Desired Outcome' means a win-win agreement and not necessarily the decision that the negotiator initially wanted.

'Effective Negotiation Skills' include:
Analysis of the problem: this clarifies why each side in the negotiation has taken a particular position, where the parties agree and where the difference between them lies. This means that discussion time can focus on the points of difference, the agreements having been acknowledged by both parties.
Preparation to determine goals, areas for trade-offs (this is what the negotiator will be prepared to give away or bend in order to reach an agreement on their goals).

Active listening – including the use of open questions – helps the negotiator to find out what the other party really wants and where some compromise is possible.

Emotional control and resilience: negotiations are not always smooth and the negotiator may be tempted to give away more than they wanted in order to end the frustration of a lack of progress. Alternatively, the negotiator may become so frustrated that they take out their feelings by refusing to compromise on something they were previously willing to change.

Verbal communication skills to state the negotiator's position, clearly and unambiguously

Interpersonal skills – negotiation is smoother when the different parties can get on together. Confident behaviours (see AC1.1) help to create a trusting relationship.

4.2 Describe how negotiation achieves desired outcomes.

Negotiation works by each party deciding on the decision they want and where they are prepared to compromise. Difficulties arise where the non-negotiable outcomes are diametrically opposed and this is when negotiation potentially breaks down. Otherwise, there is a cost-benefit calculation on both sides. It may be that one of the 'compromise' items is much more important to one side than the other and this can be traded for a greater benefit.

Learning Outcome 5: Understand the implications and benefits of assertiveness.

5.1 Describe personal situations where assertiveness has been, or could be, effectively used to achieve a desired outcome and explain why.

Has been or could be' means that the learner does not have to present what really happened but can select personal situations where assertiveness 'could be used' to achieve a desired outcome. Some examples of personal situations:
Saying 'no' to the loan of a treasured book
Asking for help from a neighbour or a family member
Explaining that you don't want to eat the dinner prepared for you
Returning goods to a shop

5.2 List the benefits and implications of being assertive.

'Benefits and implications' include a more honest relationship with yourself and others; emotionally, assertiveness helps to eliminate the many petty resentments and anxieties resulting from communication that is not completely honest; assertive communication is significantly faster

than conversations that have to negotiate unknown or unwelcome behaviours; the consequences of your own actions and behaviour – good or bad – must be accepted as yours along and you must allow other people to accept responsibility for theirs.

Teaching Strategies and Learning Activities

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.

As always, learning activities do not have to be limited to the knowledge required to achieve the Unit and might include role play, group discussion, projects and presentations. However, it is important to remember that the Unit is 3 Credits (24 Guided Learning) and gather evidence during the learning activities where possible, remembering to ensure evidence is authentic.

For LO1, learners are required to present opinions with confidence and assertiveness. This will require some underpinning knowledge on the two characteristics (see AC1.1 above) and opportunities to practise these behaviours in the learning group with at least one occasion contributing to evidence of achievement through the Prescribed assessment method 'Practical Demonstration'. AC2.1, 3.1 and 4.1 can be demonstrated through classroom activities, though the learner may also offer evidence through a written description of non-classroom activities. AC5.1 is contextualised as 'personal situations' and evidence cannot be based on the learning situation.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

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Additional Information

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Improving Own Learning and Performance

Unit Reference	A/504/8275
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes. The purpose of this unit is to enable the learner to assess their learning needs and plan how to achieve them.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about different ways and areas of learning which reflect own likes and/or dislikes	1.1. Describe different ways of learning 1.2. Give reasons why they like or dislike different ways of learning 1.3. Identify areas of learning which they enjoy and/or they feel that they are good at 1.4. Describe the identified areas of learning
2. Be able to use own strengths, aptitudes and skills to determine learning targets	2.1 Describe how the achievement of learning targets can be supported by: • own strengths • own aptitudes • own skills 2.2 Select short term learning targets based on existing • strengths • aptitudes • skills
3. Be able to plan how to achieve learning targets	3.1 Produce an action plan showing how the learning targets can be achieved

	3.2	Identify possible obstacles to learning
	3.3	Describe ways of overcoming identified obstacles to learning
4. Be able to review own performance against action plan	4.1	Use feedback from others to aid progress towards learning targets
	4.2	Describe the progress made in implementing the action plan
	4.3	Revise the action plan after reviewing progress

Improving Own Learning and Performance – A/504/8275 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about different ways and areas of learning which reflect own likes and/or dislikes.

1.1   Describe different ways of learning.

'Ways of learning' might include: online learning, learning as part of a group, one-to-one tutoring, learning 'on the job', formal 'chalk and talk' (lecturing), blended learning (a combination of classroom and online learning), learning through visual, aural or kinaesthetic stimuli.

1.2   Give reasons why they like or dislike different ways of learning.

The learner is to identify their own learning preferences and briefly explain why they like or dislike the ways of learning identified in AC1.1.

1.3   Identify areas of learning which they enjoy and/or they feel that they are good at.

'Areas of learning' will depend on the learner's past experience and might include: Academic subjects (such as history, maths, and biology); Vocational subjects (such as working with IT, supporting other people through advice and guidance, writing reports and minutes of meeting); Technical subjects (such as engineering, joinery, mechanics).

1.4   Describe the identified areas of learning.

The learner should describe each area of learning identified in AC1.3. This is likely to be a detailed description of the content of each area and it might include the skills required to engage in each area of learning.

Learning Outcome 2: Be able to use own strengths, aptitudes and skills to determine learning targets.

2.1   Describe how the achievement of learning targets can be supported by

- own strengths
- own aptitudes
- own skills

The learner needs to identify their strengths, aptitudes and skills and describe how each supports the achievement of learning targets. These areas may overlap. Examples of each include:

Strengths: confidence, assertiveness, resilience, commitment
Aptitudes: studying on one's own, researching topics of interest, using social media, working with others
Skills: Communication in speaking and listening, any of the 'subjects' listed in AC1.2, study skills

Example: 'I am assertive and that means I can ask for the help I need and negotiate when I need additional time to complete a task'.

2.2   Select short term learning targets based on existing
- strengths
- aptitudes
- skills

Short term will mean less than 6 months.
This will be based on a SMART goal (Specific, Measurable, Achievable, Relevant/Realistic, and Timetabled) and the learner should be able to say 'what success looks like' and justify the learning goal by reference to AC2.1.

Learning Outcome 3: Be able to plan how to achieve learning targets.

3.1   Produce an action plan showing how the learning targets can be achieved.

Make a straightforward action plan to support the learner in achieving LO3 and LO4. This will be based on SMART goals (see AC2.2/2.3) which are their learning targets. In table format, steps towards the learning target are in column 1, resources required at each stage (advice/guidance, finance, time etc.) in column 2, date for achievement in column 3 and a Comments column for noting their own progress (see AC4.1) and any revision of the long term target, dates etc.
'Steps' might include: get advice from the Careers service about routes to the goals, complete a Food Safety course, identify opportunities for an apprenticeship in a vocational area, register for an online course, attend evening classes, register with HMRC as a sole trader.

3.2   Identify possible obstacles to learning.

'Obstacles' might include: lack of time, lack of finance, not able to attend the identified course; personal obstacles to achieving the learning target or required steps (e.g., not having relevant study skills, anxiety about learning in a different environment).

3.3   Describe ways of overcoming identified obstacles to learning.

Taking 'obstacles' identified in AC3.2, describe how to overcome or minimise these. This might include: making time by putting aside a regular activity or managing time better; applying for a grant, bursary or study loan; seeking advice about study skills from a local college or online; finding strategies to manage anxiety.

Learning Outcome 4: Be able to review own performance against action plan.

4.1   Use feedback from others to aid progress towards learning targets.

'Feedback from others' might include the teacher, peers in the group, family or friends, work colleagues and managers.

4.2   Describe the progress made in implementing the action plan.

Using the Action Plan from AC3.1, highlight progress towards targets and where progress is slow or immovable barriers exist.
4.3   Revise the action plan after reviewing progress.

The learner revises their own learning targets, based on AC4.1 and AC4.2
'Revision' might include:
The goal itself – for instance, if the learner identified a learning target that they now discover is not pertinent to their career aims or if they have added a new learning target.
Timing for steps towards the goal – for instance, if they cannot enrol at college until later in the year
Resources (e.g., support and/or advice, finance).

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary

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

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Additional Information

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Improving Punctuation and Grammar Skills

Unit Reference	L/504/8488
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to use punctuation and to aid understanding	1.1 Identify, explain and use capital letters appropriately in all contexts 1.2 Identify and use correctly a range of punctuation that can end sentences 1.3 Use commas accurately in own writing, for example, dividing phrases 1.4 Use semi-colons, colons and speech marks appropriately
2. Be able to use grammar correctly.	2.1 Use subordinate clauses appropriately in sustained pieces of writing 2.2 Use tenses appropriately showing subject and verb agreement and correct construction of tenses 2.3 Produce the final version of a piece of writing with accurate spelling, use of punctuation and grammatical structure

Improving Punctuation and Grammar Skills – L/504/8488 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know how to use punctuation to aid understanding.

1.1   Identify, explain and use capital letters appropriately in all contexts.

Learners should know that capital letters are used for the start of a sentence, proper nouns [names; days of the week; places etc.], personal pronoun 'I', acronyms, and titles. Learners should be able to identify why capital letters have been used in a range of sources, e.g. newspapers, magazines, novels, textbooks, web pages.

Learners should be able to provide evidence of own writing (or word processing without the benefit of a spellchecker or automatic proofing) where capitals have been used for the start of a sentence, proper nouns [names; days of the week; places etc.], acronyms, and titles.

Learners should be aware of the conventions regarding the use of capital letters in communication, e.g. e-mail messages composed entirely in upper case is considered to represent shouting.

1.2   Identify and use correctly a range of punctuation that can end sentences.

Learners should know that full stops, question marks and exclamation marks are used to mark the end of the sentence. Learners should be aware that each of these are used for a different purpose: full stops mark the end of a statement; a question mark denotes the end of a direct question; an exclamation mark is used for emphasis or to indicate strong emotion.

Learners should be able to identify why full stops, question marks and exclamation marks have been used in a range of sources, e.g. newspapers, magazines, novels, explaining why the specific punctuation mark has been used in each case.

Learners should be able to provide evidence of own writing (or word processing without the benefit of a spellchecker or automatic proofing) for statements, direct questions and expressions of emotion with the correct use of punctuation.

Learners should be aware of the different conventions regarding punctuating formal and informal text, e.g. no more than one exclamation mark is usually acceptable in formal writing.

1.3   Use commas accurately in own writing, for example, dividing phrases.

Learners should be able to use commas to separate items in a list.

Learners should be able to use commas to indicate the inclusion of additional information in a sentence. For example, 'The use of mobile phones, which can be viewed as a blessing or a curse, is widespread.'

Learners should be able to use commas after an introductory word or phrase. This can often be an adverb such as finally, unusually, but commas should also be used after phrases such as 'on the other hand', 'despite this'.

Learners should be able aware of the difference between a dependent and independent clause and use a comma after a dependent clause that starts a sentence. For example, 'When I went on holiday, I saw many unusual sights.'

Learners should be aware that joining two independent clauses using a comma creates a 'comma splice' and is an incorrect use of a comma. Learners should be aware of the alternative ways to punctuate a sentence in order to avoid this. For example, the statement 'I bought food, I needed to eat.' includes a comma splice. It can be corrected in the following ways:
      a.   Using two separate sentences: I bought food. I needed to eat.
      b.   Using a semi-colon: I bought food; I needed to eat.
      c.   Using a conjunction: I bought food because I needed to eat.

Learners should be aware that there is a difference between spoken and written language and that for this reason, following the advice to place a comma wherever a pause is needed, can be misleading and result in punctuation errors.

1.4   Use semi-colons, colons and speech marks appropriately.

Learners should be able to use semi-colons to separate two independent clauses in the same sentence. For example, 'You will do well; you just

need to practise.'

Learners should be aware that the first word after a semi-colon is not capitalised unless the word usually requires a capital letter.

Learners should be able to use colons to introduce items in a list. For example,
Here are the rules:
- Speak quietly
- Listen
- Raise your hand to ask a question.

Learners should be able to use colons instead of semi-colons between independent clauses when the second independent clause expands on the first. For example, 'There is only one rule: do whatever I tell you.'

Learners should be aware of the difference between direct and indirect speech in written text. Learners should be able to use inverted commas and commas correctly to punctuate direct speech. For example:

Indirect speech does not require inverted commas: He told her he was going to the shops.

Direct speech can be punctuated in the following ways:

"I'm going to the shops", he told her.
He told her, "I'm going to the shops."
Learners should be aware that the use of single or double inverted commas are both correct, although the use of one or the other should be consistent. Double inverted commas are more common in British English.

Learning Outcome 2: Be able to use grammar correctly.

2.1   Use subordinate clauses appropriately in sustained pieces of writing.

Learners should be aware that subordinate (dependent) clauses can be used to extend and amplify sentences.

Learners should be aware that subordinate clauses have a subject and verb but do not make sense on their own.

Learners should be aware that a subordinate clause joined to an independent clause creates a complex sentence.

The dependent clause is underlined in the examples below:
After she finished work, she went to buy dinner.

I first went on a plane when I was a young child.

2.2 Use tenses appropriately showing subject and verb agreement and correct construction of tenses.

Learners should be able to provide evidence of own writing (or word processing without the benefit of a spellchecker or automatic proofing) with the correct use of tense and subject-verb agreement.

Learners can also demonstrate their understanding of the correct use of tense by rewriting passages from one tense to another, making the necessary adjustments to keep the text in the correct tense.

Learners can also demonstrate their understanding of the correct use of subject-verb agreement by rewriting passages using a single subject to using a plural subject or vice versa, making the necessary adjustments for subject-verb agreement.

2.3 Produce the final version of a piece of writing with accurate spelling, use of punctuation and grammatical structure.

Learners should be able to produce a text of at least three paragraphs with the correct use of grammar and punctuation. The text should include a variety of sentence types to ensure that a wide range of punctuation is demonstrated. Example texts include a supporting statement for university or job application; a position statement on a controversial issue.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

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

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Improve Spelling Skills

Unit Reference	D/504/8494
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to locate correct spellings	1.1. Use a variety of relevant sources to find correct spellings according to circumstances 1.2. Find and correct errors in own writing when proof-reading
2. Know own spelling strengths and weaknesses	2.1 Identify frequent errors and patterns of errors in own writing 2.2 Select a range of words to learn 2.3 Select and apply different strategies to aid spelling
3. Be able to maintain a personal spelling programme over a time-span	3.1 Identify a realistic time-span for spelling programme 3.2 Practice spellings in private study time 3.3 Review learning regularly 3.4 Demonstrate progress in own writing

Improving Spelling Skills – D/504/8494 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to locate correct spellings.

1.1   Use a variety of relevant sources to find correct spellings according to circumstances.

1.2   Find and correct errors in own writing when proof-reading.

Learning Outcome 2: Know own spelling strengths and weaknesses.

2.1   Identify frequent errors and patterns of errors in own writing.

2.2   Select a range of words to learn.

2.3   Select and apply different strategies to aid spelling.

Learning Outcome 3: Be able to maintain a personal spelling programme over a time-span.

3.1   Identify a realistic time-span for spelling programme.

3.2   Practice spellings in private study time.

3.3   Review learning regularly.

3.4   Demonstrate progress in own writing.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Interpersonal Skills

Unit Reference	H/504/7783
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes. The purpose of this unit is to give learners an overview of some key personal and interpersonal skills.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify personal skills	1.1. Describe own strengths and skills 1.2. Describe how the identified strengths and skills could be transferred to different roles 1.3. Describe ways of improving own time management
2. Know about stress in self	2.1 Identify signs and symptoms of stress in self 2.2 Describe strategies for managing own stress
3. Know about different types of criticism	3.1 Describe different types of criticism 3.2 Describe real situations showing the use of appropriate criticism
4. Know about body language	4.1 Describe the application of body language in real situations
5. Know about respond to	5.1 Describe how to respond to: a) Aggressive behaviour

different behaviours	b) Passive behaviour c) Assertive behaviour 5.2 Describe real situations which illustrate confident behaviour

Interpersonal Skills – H/504/7783 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify personal skills.

1.1   Describe own strengths and skills.

'Strengths and skills' will be anything that the learner identifies for themselves and may include:
- Time management
- Confidence in social situations
- Dealing with stress
- Saying 'no' to unwelcome requests
- Asking for advice
- Accepting feedback and constructive criticism
- Giving feedback to others
- Supporting family and friends
- Giving time to the community
- Communicating through speaking and listening

1.2   Describe how the identified strengths and skills could be transferred to different roles.

'Different roles' could include: student, worker, family member. Each strength and skill will be transferable across roles. For instance, 'Time management' will support a role as an employee and as a student. 'Asking for advice' is a useful skill when clarifying responsibilities in the workplace, in education and in personal life.

1.3   Describe ways of improving own time management.

Techniques to improve time management include:
- Time boxing – estimating how long a task will take and diarying chunks of time to get it done
- Splitting big tasks into smaller, more manageable pieces
- Allowing an extra 10 minutes to get to appointments
- Use electronic means of communication rather than meetings and

phone calls
- Schedule time out for yourself – this avoids breaking up a period of time that is scheduled for tasks and motivates you to stay on track
- Do small and simple tasks when least ready for serious work (early morning or late afternoon, for instance)
- Set times to check emails and texts and turn off the apps in between
- Setting priorities for tasks – what needs to be done quickly and what is more important

Learning Outcome 2: Know about stress in self.

2.1   Identify signs and symptoms of stress in self.

Signs and symptoms of stress include:
- A 'short fuse' – easily breaking into anger and aggression, moody and irritable, intolerant of others
- Feeling out of control or overwhelmed
- Loneliness and isolation
- Depression and general unhappiness
- Fidgeting
- Clumsiness – becoming 'accident prone'
- Unable to settle to one task, easily distracted
- Not taking care over appearance
- Physical symptoms – lack of sleep, prone to infection, feeling unwell for no real cause, headaches, chest pain and rapid heartbeat, upset stomach

2.2   Describe strategies for managing own stress.

Strategies for managing own stress may include: avoiding caffeine, nicotine and alcohol; taking physical exercise; getting more sleep; mindfulness techniques; talking it through with someone trustworthy; managing time (for instance, using 'time blocking' to plan tasks in advance); keep smiling; learn to say 'no'

Learning Outcome 3: Know about different types of criticism.

3.1   Describe different types of criticism.

Destructive criticism blames, constructive criticism praises. Constructive criticism is forward looking – it praises good work and explains what needs to change in order to achieve. It is:
- Specific about what it refers to
- Precise in describing it (not long winded)
- Kind about what has gone well
- Positive about success

- Given when the receiver is ready to hear it

Destructive criticism focuses on what has happened in the past (and can't be changed) – it may acknowledge what has gone well but also details what went less well without guidance to put it right.

Following constructive criticism, the receiver feels positive that they can get it right next time and happy with what went well this time.

Following destructive criticism, the receiver does not know what they can do to remedy defects, feels negative about achievement and ignores what went well.

3.2   Describe real situations showing the use of appropriate criticism.

'Appropriate criticism' examples will be drawn from situations in which constructive criticism enabled change and achievement. These may be from education, work or personal life.

Learning Outcome 4: Know about body language.

4.1   Describe the application of body language in real situations.

Body language is the use of non-verbal communication and includes:
- Facial expression - (smiling, frowning, grimacing, rolling eyes, etc.), keeping eye contact to indicate interest or attention
- Gestures – using hands to describe or express emotion, looking at one's watch to suggest time is short, indicating that you want the bill in a restaurant by miming scribbling a signature, opening arms wide to emphasise a point
- Body language and posture – leaning forward to indicate interest, nodding and shaking head, crossing arms or legs.
- Tone of voice – saying the same thing but in a different way can indicate emotion or uncertainty. This is called 'paralinguistics'. Turning the end of a sentence upwards to indicate a question, for instance, use of loud or soft tones, raising the pitch of the voice to show excitement or happiness.
- Touching – being aware of personal space, touching someone's arm or wrist in sympathy or to get their attention
- Appearance – how we dress says something about how we want to be perceived

Learning Outcome 5: Know about respond to different behaviours.

5.1   Describe how to respond to:
      a) Aggressive behaviour

b) Passive behaviour
c) Assertive behaviour.

The learner is required to describe how to respond to these different types of behaviour.

Aggressive behaviours are where the person asserts their own rights and needs above the rights and needs of other people. This may not appear 'aggressive' in the usual sense in which we use this word. For instance, they may not talk loudly or gesture angrily. However, this may change if the person does not get what they want.
Aggressive behaviours include: insisting that someone else does something they don't want to do; refusing to acknowledge a different point of view; refusing to listen to the other person.

Appropriate responses to aggressive behaviour are: keep your distance – aggressive people already have raised tension and getting close to them may escalate aggressive behaviours; acknowledge what you both agree on and isolate what you cannot agree to; behave assertively and calmly – aggressive behaviours are not reduced by passive responses. Use the UHT technique 'I understand that… However, I cannot agree to… Therefore …'; try to calm the situation and to gain time for both of you to reflect on the situation.

Passive behaviours are where the person asserts the rights and needs of other people above their own rights and needs. Again, this may not appear 'passive' in the sense of someone behaving meekly or shyly. Passive behaviours include: doing things that you don't want to do; not putting forward your own point of view; insisting that the other person has their way, even when offered the opportunity to argue for your own.

Appropriate responses to passive behaviours include: do not take advantage! be assertive in asking the person what it is that they would like before answering a similar question; tell the person what you intend to do and ask them what they will do; stand your ground if they continue to try and 'help' you and disadvantage themselves.

Assertive behaviours acknowledge the equal right of both parties to have their needs met.
Assertive behaviours include: giving the other person time to think and respond to points made in a conversation, using questioning skills to elicit further comments and to clarify points, negotiating decisions, seeking an equal division of labour or activities.
Appropriate responses to assertive behaviours: there is only one – be assertive, too.

5.2   Describe real situations which illustrate confident behaviour.

The learner is required to identify 'real situations' that illustrate confident behaviour. To do this, they will need to know what 'confident behaviour' looks like. This includes:
- Stance: upright and relaxed, head up, leaning in to a speaker during conversation
- Body language: maintaining eye contact, smiling, nodding
- Speech: clear and at a moderate pace, 'turn taking' in conversation, pausing to choose words, asking questions to elicit further information, giving own opinion having paid attention to the other person's.
- Other behaviours: taking on tasks and situations that are not familiar, 'face the fear and do it anyway'

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Introduction to History

Unit Reference	Y/504/9742
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand primary and secondary sources	1.1. Explain what is meant by: a) primary sources b) secondary sources 1.2. Describe the strengths and weaknesses of each type of source in terms of reliability and validity 1.3. Distinguish between first and second hand information in each type of source
2. Know the impact of bias in the study of history	2.1 Explain the effect of bias in historical writing

Introduction to History – Y/504/9742 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand primary and secondary sources.

1.1   Explain what is meant by:

a) Primary sources
Definitions and examples of primary sources related to the topic of study. Source as primary historical document = contemporary production.
Range of types of primary sources (e.g. letters, photos, legal and court documents, diaries and journals, eyewitness testimony, contemporary newspaper accounts, paintings, other physical sources, records etc.).

b) Secondary sources
Definition of secondary sources/texts – written after the time or at a distance. Including interpretation of events. (E.g. biographies etc. written after the event, any historical interpretation. For example, history essays, history textbooks, journals, etc.).

1.2   Describe the strengths and weaknesses of each type of source in terms of reliability and validity.

The idea of reliability and validity as they apply to sources in History as a discipline.

Key questions to ask of texts (what does this source tell you? How accurate is in in telling you about …?)

Evaluation of sources/texts (who produced them, when, why and for what audience)? What is the provenance of a source, and how do we know? What impact does what we know of the writer have on how we interpret a text? For example, was a writer, directly involved in events; which side were they on? A Bolshevik writing about the Russian Revolution will have a very different perspective to a member of the Tsar's family, or a conscientious objector may have a very different perspective on the First World War to a poet who was killed in action early on.

1.3   Distinguish between first and second hand information in each type

of source.

Description of and classification of sources and texts, direct account, reported information and the inclusion of evidence including images. Whose information is this? Is it an eyewitness account, or has it been gathered after the events?

Learning Outcome 2: Know the impact of bias in the study of history.

2.1   Explain the effect of bias in historical writing.

Types of different historical writing, for example, social, political, economic.

What would an unbiased history look like?
Examples of different perspectives from a range of historians, eg over different time periods and from different political perspectives e.g. Marxist, right-wing revisionist.

Recognising and describing bias, including in the choice of vocabulary and evidence. Effects of bias including relationship to particular regimes and time periods (eg Nazi Germany, Elizabethan England).

Beginning to use the skills of historiography to compare the views of different historians based on the evidence within their work.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

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

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Professional discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Introduction to Sociology

Unit Reference	Y/504/9711
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know about sociological topics	1.1.	Describe a range of sociological topics
2. Know about key theories in the study of sociology	2.1	Describe a range of sociological theories
	2.2	Compare the key differences between sociological theories
3. Be able to carry out sociological research	3.1	Select an area of sociological interest for research
	3.2	Choose appropriate research methods
	3.3	Carry out research on a sociological issue
	3.4	Identify problems that arise during research

Supporting Unit Information

Introduction to Sociology – Y/504/9711 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about sociological topics.

1.1   Describe a range of sociological topics.

Topics may include:
culture and identity, crime and deviance, family and relationships, belief systems, political structures, stratification and deviance, health, welfare, any other valid sociological topic.
A range should cover at least three topics and the description should take into account the key concerns/issues that are addressed by sociologists. For example, sociologists interested in culture might explore the connections between perceived high and low cultures and class levels within society. They may be interested in accessibility to high culture within 'disadvantaged areas' or amongst minority groups.
A sociologist interested in crime and deviance might explore the levels of crimes committed by different classes and their wider impact on society – for example burglary and muggings are generally crimes committed by those at the lower end of the class hierarchy while embezzlement is a typically crime committed by professionals at the mid to higher end of society.
The likelihood is that an act of embezzlement will have a wider net of victims than an individual crime of mugging. However, often crimes such as muggings are perceived to be more serious/severe within popular opinion and perpetrators of muggings are generally denigrated more aggressively.

Learning Outcome 2: Know about key theories in the study of sociology.

2.1   Describe a range of sociological theories.

Answers should explore at least three theories and their key concepts/concerns. Any sociological theory can be described including: Functionalism, Constructionism, Marxism, Feminism, Positivism, Interpretivism, Interactionism, Labelling Theory, Conflict Theory, etc.

2.2   Compare the key differences between sociological theories.

Answers might compare umbrella theories such as Marxism and Feminism and explore the different views that they might have on a sociological aspect (such as power, culture, identity etc.). Or they might consider sub-theories within an umbrella theory (for example a range of sub interactionist theories such as those presented by George Herbert Mead, Max Weber and Herbert Blumer) and how they differ.

Learning Outcome 3: Be able to carry out sociological research.

3.1   Select an area of sociological interest for research.

Appropriate sociological topics are those that will enable learners to engage with primary and secondary data. Health related topics might include a study on how males and females view spending on reproductive treatments within the NHS. Or perceptions of cost/benefit equations in relation to expenditure on a set of treatment pathways – exploring which treatment is considered most necessary/viable/ worthwhile. Media topics might include consideration of the presentation of domestic violence as a crime typically perpetrated by men towards women and the implications this has for male victims in heterosexual and homosexual relations.

3.2   Choose appropriate research methods.

Methods should include utilising both primary and secondary data and quantitative and qualitative methods of research: Learners might use: questionnaires, interviews, case studies, observations, official documents and statistics, media documents, experiments, any other valid method of data gathering.

3.3   Carry out research on a sociological issue.

Answers should utilise appropriate methods, record results in an appropriate manner (tables, charts, graphs, observation overview, case study synopsis etc.), offer an analysis and findings on the research topic.

3.4   Identify problems that arise during research.

Answers are likely to consider: access to information, access to an appropriate sample, ethical considerations, interpretation bias, the relative 'newness' of the topical area (how much research has already been undertaken), any other valid problem. ('Time' should not be considered a problem as an appropriate topic should take into account what is achievable in the time allocated to the assignment).

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Investigating a Career

Unit Reference	L/504/8572
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to research and assess a career option in relation to self	1.1. Research career opportunities across a chosen sector 1.2. Use appropriate criteria to assess the quality and relevance of information sources 1.3. Assess the suitability of a particular career option for self
2. Know about the impact of topical issues on work sectors	2.1 Describe a topical issue which has had an impact on a particular career or work sector 2.2 Describe the perception of a particular career or work sector in the media
3. Know about issues relating to standards or regulations in a career sector	3.1 Describe the role of a regulatory body associated with a particular career or work sector 3.2 Describe an example of the impact of a regulatory body on practice in a particular career or work sector

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Investigating a Career – L/504/8572 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to research and assess a career option in relation to self.

1.1   Research career opportunities across a chosen sector.

1.2   Use appropriate criteria to assess the quality and relevance of information sources.

1.3   Assess the suitability of a particular career option for self.

Learning Outcome 2: Know about the impact of topical issues on work sectors.

2.1   Describe a topical issue which has had an impact on a particular career or work sector.

2.2   Describe the perception of a particular career or work sector in the media.

Learning Outcome 3: Know about issues relating to standards or regulations in a career sector.

3.1   Describe the role of a regulatory body associated with a particular career or work sector.

3.2   Describe an example of the impact of a regulatory body on practice in a particular career or work sector.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Project
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Leadership Skills

Unit Reference	Y/504/7778
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes. The purpose of this unit is to introduce learners to the key characteristics of an effective leader and how they work with a team.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the key characteristics of an effective leader	1.1.	Describe the key characteristics of an effective leader
	1.2.	Explain how a leader appears effective
2. Understand the skills involved in being an effective leader	2.1	Describe the skills employed by an effective leader
	2.2	Describe the ways in which a leader motivates and organises a team
3. Know about the development of the relationship of leader and team member	3.1	Describe the relationship between leader and team member
	3.2	Explain ways in which a leader and team member can develop effective working patterns
4. Know how to lead	4.1	Describe ways in which they have effectively employed leadership skills
	4.2	Reflect on things that went well
	4.3	Describe how things could be developed further.

Leadership Skills – Y/504/7778 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the key characteristics of an effective leader.

1.1   Describe the key characteristics of an effective leader.

'Key Characteristics' may include:
*   Effective working relationship between the leader and members of the team
*   Effective working relationship between the leader and other teams
*   Effective working relationship between the leader and the management team
*   Communication of objectives, targets and goals to the team
*   Communication of progress to senior managers in the organisation and, where relevant, to other team leaders
*   Monitoring achievement of activities and individual targets
*   Recognising and resolving difficulties as they arrive
*   Acknowledging achievements of team members
*   Recognising and communicating with team members when objectives or activities are not achieved.

1.2   Explain how a leader appears effective.

'Team Leadership' is characterised by guiding the work of a group of people to meet organisational and group objectives, targets and goals. Typically, the team leader is responsible for the achievement of activities on a day to day basis. An effective leader is one whose team achieves their objectives whilst remaining motivated.

Learning Outcome 2: Understand the skills involved in being an effective leader.

2.1   Describe the skills employed by an effective leader.

'Skills' required of an effective leader will partly depend on the style in which they lead their team (see AC2.2) but will include:

- Active listening skills to ensure that they completely understand a situation
- Analysis and planning skills
- Communication of goals and targets
- The ability to give clear and detailed direction
- Skills in developing team members' competence
- The ability to recognise the characteristics of team members
- The ability to respond to crises when they occur

2.2   Describe the ways in which a leader motivates and organises a team.

Organisation and motivation of the team will depend on the 'Leadership Style' adopted by the leader. This means the manner in which the leader communicates with team members to give direction, to acknowledge progress, to correct difficulties.

There are many useful models of 'Leadership Styles'. Here are some of the more straightforward (suitable for Level 2 learners).

Authoritarian (autocratic, coercive): where the leader tells team members what to do and how to do it. No input or advice is required from team members.

This style works well in times of crisis and when team members are inexperienced.

Participative (democratic, authoritative): where the leader asks for, and takes on board, the thoughts and opinions of team members before reaching a decision.

This style works well for teams that have more experience and at times when it is important that the team continues to work well in the absence of the leader.

Delegative (laissez-faire, affiliative): the leader delegates responsibility for decisions to the team. In this model, the leader will still be responsible for the success, or otherwise, of the activities and will be step in when difficulties arise and cannot be resolved by the team.

This works well for groups that are highly motivated and where most members are very experienced. It allows the leader to step away from the details of the activity and take a more strategic view.

The three leadership styles were first identified in research led by Kurt Lewin in 1939 and elaborated by Tannenbaum and Schmidt (1958), who created a continuum of seven (7) leadership styles.

Situational Leadership (Blanchard and Hersey, developed in the 1970s) states that the best results come when leaders adopt different styles according to an analysis of the current situation, including the different skills and motivation of the team members.

Learning Outcome 3: Know about the development of the relationship of leader and team member.

3.1   Describe the relationship between leader and team member.

The relationship between leader and team member should reflect a mutual dependence: that is, success for one is dependent on the success of both. Although the leader always retains responsibility for the results of the team, they should share credit for achievement while absorbing any blame. Team members should understand their role in the work of the team and feel able to look to the leader for guidance and support.

3.2   Explain ways in which a leader and team member can develop effective working patterns.

The leader's approach to individuals within the team should reflect that team member's personality, competence and motivation.

Personality means what we understand about a person, based on their behaviours. For instance: someone who behaves impulsively may lack patience; a person who spends a lot of time chatting with other people may be motivated by 'affiliation' (feels that people are more important than anything else).

Competence means the ability of the team member to carry out their responsibilities.

A 'coaching approach' means that the leader aims to develop the competence of team members so that they are able to contribute to the goals of the team without constant supervision. This is the most effective way to address deficiencies in performance.

Motivation is an internal 'driver' that is necessary for people to want to do things, though everyone does some things despite a lack of motivation. Other ways of describing motivation are: needs, desires, wants or drives.

Generally, things that we are motivated to do are those that we enjoy and want to do more of. Motivation may be enhanced by the things that other people do, but cannot be 'given'. Ideally, a leader will be a role model for team members and use their listening skills to identify what will enhance that person's motivation.

Learning Outcome 4: Know how to lead.

4.1   Describe ways in which they have effectively employed leadership skills.

The learner must identify ways in which they have effectively used leadership skills. This does not mean that they were in a formal leadership position but they must be able to identify a situation in which they took that role, perhaps at school or as part of a project. The learner can choose a selection of the skills in AC2.1 and describe ways in which they used these effectively to work with others and to achieve goals.

4.2   Reflect on things that went well.

Reflecting on AC4.1, identify what went well and why

4.3   Describe how things could be developed further.

Reflecting on AC4.2, either:
- Identify what could have been improved, and how and/or
- Set themselves goals for development

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion
- Reflective log/diary

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Learning from Volunteering

Unit Reference	D/504/8575
Level	2
Credit Value	2
Guided Learning	16
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Be able to identify personal goals for volunteering	1.1.	Identify a range of personal goals for volunteering
2. Know how to find and obtain voluntary work within the community	2.1	Describe ways in which volunteering opportunities may be found
	2.2	Select a volunteering opportunity
	2.3	Assess own skills and interests
	2.4	Describe how these meet the needs of the organisation
	2.5	Apply for a volunteering opportunity
3. Know the personal benefit of undertaking voluntary work	3.1	Complete a voluntary work placement
	3.2	Describe the personal benefits of undertaking voluntary work
4. Be able to identify the transferable skills and experience gained through volunteering	4.1	Describe the employability skills gained and/or improved through volunteering
	4.2	Identify how these could be transferred to other voluntary or paid work placements

Supporting Unit Information

Learning from Volunteering – D/504/8575 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify personal goals for volunteering.

1.1   Identify a range of personal goals for volunteering.

Learning Outcome 2: Know how to find and obtain voluntary work within the community.

2.1   Describe ways in which volunteering opportunities may be found.

2.2   Select a volunteering opportunity.

2.3   Assess own skills and interests.

2.4   Describe how these meet the needs of the organisation.

2.5   Apply for a volunteering opportunity.

Learning Outcome 3: Know the personal benefit of undertaking voluntary work.

3.1   Complete a voluntary work placement.

3.2   Describe the personal benefits of undertaking voluntary work.

Learning Outcome 4: Be able to identify the transferable skills and experience gained through volunteering.

4.1   Describe the employability skills gained and/or improved through volunteering.

4.2   Identify how these could be transferred to other voluntary or paid work placements.

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Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Practical demonstration
- Group discussion

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

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Additional Information

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Maintaining Sexual Health

Unit Reference	T/504/8579
Level	2
Credit Value	1
Guided Learning	8
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Know about common Sexually Transmitted Infections (STIs)	1.1. Identify common Sexually Transmitted Infections (STIs)
	
	1.2. Describe current levels of STIs in the UK.
	
	1.3. Describe common:
	    • signs
	    • symptoms
	    • treatments
	for STIs

2. Know what individuals can do to reduce the risk of transmitting or contracting STIs	2.1 Describe what individuals can do to reduce the risk of transmitting STIs 2.2 Describe what individuals can do to reduce the risk of contracting STIs
3. Know about the issues surrounding disclosure of HIV status	3.1 Describe the issues surrounding disclosure of HIV status

Maintaining Sexual Health – T/504/8579 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about common Sexually Transmitted Infections (STIs).

1.1   Identify common Sexually Transmitted Infections (STIs).

1.2   Describe current levels of STIs in the UK.

1.3   Describe common:
   - signs
   - symptoms
   - treatments
   for STIs.

Learning Outcome 2: Know what individuals can do to reduce the risk of transmitting or contracting STIs.

2.1   Describe what individuals can do to reduce the risk of transmitting STIs.

2.2   Describe what individuals can do to reduce the risk of contracting STIs.

Learning Outcome 3: Know about the issues surrounding disclosure of HIV status.

3.1   Describe the issues surrounding disclosure of HIV status.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Group discussion

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

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Additional Information

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Making Choices in Pursuit of Personal Goals

Unit Reference	J/505/5052
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand self in current situation	1.1. Describe: a) an achievement b) a skill c) an interest 1.2. Describe: a) how this achievement was gained b) how this skill was learned c) how this interest was pursued 1.3. Assess how the: a) achievement b) skill c) interest relates to their current situation
2. Be able to make use of information resources to identify a range of opportunities	2.1 Use different sources of help or information. 2.2 Describe opportunities by: a) sector b) other grouping
3. Be able to set personal goals	3.1 Identify possible goals 3.2 Select a goal 3.3 Describe how the goal relates to own: a) achievements b) skills

		c) interests
	3.4	Describe opportunities to achieve the goal
4. Understand the practical implications of pursuing personal goals	4.1	Identify factors which may affect progress in achieving own goals
	4.2	Describe ways of dealing with the identified factors which may affect progress in achieving own goals
5. Be able to make plans to achieve personal goals	5.1	Describe key steps to take to achieve personal goals
	5.2	Describe actions for the achievement of personal goals
	5.3	Produce a timetable for the actions

Making Choices in Pursuit of Personal Goals – J/505/5052 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand self in current situation.

1.1   Describe:
       a) an achievement
       b) a skill
       c) an interest

1.2   Describe:
       a) how this achievement was gained
       b) how this skill was learned
       c) how this interest was pursued

1.3   Assess how the:
       a) achievement
       b) skill
       c) interest
    relates to their current situation

Learning Outcome 2: Be able to make use of information resources to identify a range of opportunities.

2.1   Use different sources of help or information.

2.2   Describe opportunities by:
       a) sector
       b) other grouping

Learning Outcome 3: Be able to set personal goals.

3.1   Identify possible goals.

3.2   Select a goal.

3.3   Describe how the goal relates to own:
       a) achievements

      b) skills

      c) interests

3.4   Describe opportunities to achieve the goal.

Learning Outcome 4: Understand the practical implications of pursuing personal goals.

4.1   Identify factors which may affect progress in achieving own goals.

4.2   Describe ways of dealing with the identified factors which may affect progress in achieving own goals.

Learning Outcome 5: Be able to make plans to achieve personal goals.

5.1   Describe key steps to take to achieve personal goals.

5.2   Describe actions for the achievement of personal goals.

5.3   Produce a timetable for the actions.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Group discussion

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Managing Your Own Learning

Unit Reference	K/505/8915
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes. This unit will enable learners to set goals, assess a learning opportunity against the learning goal and follow a learning programme, assessing own progress.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know own learning goals	1.1. Describe an important: a) Personal achievement and explain how it was achieved b) Personal skill and explain how it was learned c) Personal interest and explain how it was pursued 1.2. Select a personal goal and explain why it connects to own interests, skills and achievements 1.3. Select a learning goal from a range of options and explain how it will help achieve a personal goal
2. Understand opportunities and practical issues involved in pursuing learning goals	2.1 Select a learning opportunity from a range of options and explain how it will help to achieve a learning goal 2.2 Assess the learning opportunity in relation to the following factors: a) Cost b) Duration c) Attendance

		d) Travel e) Effect on other commitments 2.3 Assess the learning opportunity with reference to any support needed in the following areas: a) Finance b) Study skills c) Literacy d) Numeracy e) Language f) Childcare g) Special needs h) Dealing with personal matters i) Information technology
3. Be able to plan a programme to achieve learning goals	3.1	Describe possible content of the learning programme taking into account the following factors: a) Mode of learning b) The way in which he/she prefers to learn c) Assessment and accreditation procedures d) Availability and compatibility of chosen opportunities
	3.2	Describe sources of assistance and support required to complete the learning programme
	3.3	Describe own personal goal(s) and record: a) A summary of the goals b) Learning goal(s) c) The content and sequence of the learning programme d) A date for reviewing goals
4. Understand the learning environment	4.1	Describe key features of the learning environment with reference to, for example, teaching methods, support systems, location, facilities, assessment and accreditation procedures, rights and responsibilities, structure, staff roles, methods of enrolment, payment and health and safety procedures

5. Be able to follow the learning programme and review progress	5.1	Follow the learning programme
	5.2	Assess any actions taken during the programme and describe how difficulties in following the programme were dealt with
	5.3	Identify and describe any progress made on the learning programme, and identify any learning achievements and generic skills developed as a result
6. Be able to review the learning programme	6.1	Assess progress made to date towards a personal goal(s) as a result of the learning programme
	6.2	Review goals and identify further activities to be taken towards next personal goal(s)

Managing Your Own Learning – K/505/8915 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know own learning goals.

1.1   Describe an important:
       a) Personal achievement and explain how it was achieved
       b) Personal skill and explain how it was learned
       c) Personal interest and explain how it was pursued

Encourage learners to identify attributes that can be evidenced from all areas of their life, including hobbies and home life.

'Achievement' might include academic achievement, an achievement related to employment, voluntary work or to home life (e.g., returning to school/college following long-term illness; moving into independent housing)

'Skill' might include communication skills (speaking and listening), skills related to hobbies or pursuits (e.g., playing football, growing vegetables)

'Interest' might include sports, hobbies, researching family genealogy
One from each category to be identified.

1.2   Select a personal goal and explain why it connects to own interests, skills and achievements.

Based on the answers to AC1.1, choose a personal goal and explain how it connects to them. This does not presume that the goal is directly related to the answers from AC1.1. For instance, the learner might explain that the determination and resilience demonstrated in their 'achievement' is relevant to their personal goal.

1.3   Select a learning goal from a range of options and explain how it will help achieve a personal goal.

'A range of options' – the teacher will need to select a range of appropriate learning goals, bearing in mind AC2.1, or support the learner

to identify one that is relevant to them and that is achievable within the period of the learning activity.

The selected learning goal must be relevant to a personal goal, but not necessarily the one identified in AC1.2, as AC3.3 allows the learner to add further goals to the one described in AC1.2

Learning Outcome 2: Understand opportunities and practical issues involved in pursuing learning goals.

2.1 Select a learning opportunity from a range of options and explain how it will help to achieve a learning goal.

'Learning opportunities' may be short or long courses at the current training provider or elsewhere. It is important to note that the learner must follow the selected learning programme in AC5.1

2.2 Assess the learning opportunity in relation to the following factors:
a) Cost
b) Duration
c) Attendance
d) Travel
e) Effect on other commitments

2.3 Assess the learning opportunity with reference to any support needed in the following areas:
a) Finance
b) Study skills
c) Literacy
d) Numeracy
e) Language
f) Childcare
g) Special needs
h) Dealing with personal matters
i) Information technology

The learner will have to find out about the features of the learning programme, the venue and the content in order to achieve LO2 and LO3
All factors in AC2.2 must be assessed
Relevant factors in AC2.3 must be assessed, or the learner can explain why the factor is not relevant to them.

Learning Outcome 3: Be able to plan a programme to achieve learning goals.

The learner is asked to assess the extent to which a learning opportunity meets their personal goals.

3.1 Describe possible content of the learning programme taking into account the following factors:
  a) Mode of learning
  b) The way in which he/she prefers to learn
  c) Assessment and accreditation procedures
  d) Availability and compatibility of chosen opportunities

'Mode' may be: classroom-based, online, and blended (part classroom, part online), group learning, individual learning, distance learning
'Prefers to learn' may include: on their own or in a group; academic learning or vocational learning; learning preferences such as visual, auditory, kinaesthetic; online or in class; evening or daytime; in a block or spread over a period of time; directed by a teacher or self-study.
'Assessment and accreditation' means how the learner's work will be assessed towards a qualification, if the course is accredited.
'Availability and compatibility' means whether the learner's chosen options – for instance, the selection of Units or learning modules – are in line with the learner's needs.

3.2 Describe sources of assistance and support required to complete the learning programme.

'Assistance and support' might include: learning or study support (for instance, BLS interpretation, study support outside classroom sessions, support with functional skills); support with equipment (for instance, loan of IT equipment or specialist equipment required for the course); support with finance (access to study loans, bursaries or grants).

3.3 Describe own personal goal(s) and record:
  a) A summary of the goals
  b) Learning goal(s)
  c) The content and sequence of the learning programme
  d) A date for reviewing goals

The Reflective log will be most appropriate for this AC. The learner may add personal and learning goals to those selected in AC1.2 and AC1.3
'Content and sequence' means the topics covered by the course and the learning Scheme of Work.

Learning Outcome 4: Understand the learning environment.

4.1 Describe key features of the learning environment with reference to, for example, teaching methods, support systems, location, facilities, assessment and accreditation procedures, rights and responsibilities, structure, staff roles, methods of enrolment, payment and health and safety procedures.

The learner will have ascertained some of this information in AC3.1 and AC3.2. Other 'key features' include: location, facilities, rights and responsibilities (e.g., ground rules or conduct agreement set by the training provider) structure (of the training provider) staff roles (e.g., whom to talk to if reporting concerns, whom to go to about fees, etc.), methods of payment (e.g., grant, bursary, cheque, bank transfer), health and safety procedures (alert in case of fire or terrorist attack, evacuation.

Learning Outcome 5: Be able to follow the learning programme and review progress.

The whole of LO5 will be recorded in the learner's Reflective Log, which is a prescribed assessment activity. The learner could use a session by session reflective journal approach, recording what happened in a session, any actions or incidents and reflecting on progress.

5.1   Follow the learning programme.

The learner must enrol on, and follow, the chosen learning programme (see note in TEACHING STRATEGIES AND LEARNING ACTIVITIES)

5.2   Assess any actions taken during the programme and describe how difficulties in following the programme were dealt with.

'Any actions' may include: changing module or Unit from those in original programme; asking for support or advice; incidents involving other students or teachers

5.3   Identify and describe any progress made on the learning programme, and identify any learning achievements and generic skills developed as a result.

'Learning achievements' will include achievements other than completion or accreditation. For instance: contributing to a class discussion; making a presentation.
'Generic skills' are functional skills – reading, writing, communication in speaking and listening, ICT.

Learning Outcome 6: Be able to review the learning programme.

6.1   Assess progress made to date towards a personal goal(s) as a result of the learning programme.

Note that, in this LO, the learner is asked about progress towards their personal goal or goals and not their learning goals (which are covered in AC5.3). 'Personal goals' will be those identified in AC3.3

6.2   Review goals and identify further activities to be taken towards next personal goal(s).

All goals identified in AC3.3 should be reviewed to identify whether actions identified were completed (for instance, steps identified when planning the goals may have been omitted or added), changes to deadlines or timescales, relevance of goals.
'Further activities to be taken towards next personal goal/s' means progression – what the learner plans to do next – and might include completing the programme of learning undertaken in AC5.1, new personal goals (as in AC1.2).

Teaching Strategies and Learning Activities

This Unit requires that the learner follows the chosen learning programme (AC5.1) and it would be possible for this Unit to be completed by reference to this learning opportunity. However, to keep faith with the purpose of the Unit, it will be more appropriate for the learner to be pursuing a different learning programme to ensure that evidence is authentic and valid.

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Reflective log/diary

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam

- Essay
- Report
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

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Mentoring

Unit Reference	T/504/8503
Level	2
Credit Value	1
Guided Learning	8
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know what is meant by 'mentoring'	1.1. Define the principle of mentoring 1.2. Describe the key qualities, values and skills of a mentor 1.3. Give examples of where they can be applied 1.4. Identify self-development needs in order to meet the qualities and skills of a mentor
2. Understand the need to respect individuality and difference within the mentoring relationship	2.1 Give examples of how life events might influence a person's identity, views and behaviour towards other people 2.2 Explain why it is important to be non-judgemental of others

Mentoring – T/504/8503 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know what is meant by 'mentoring'.

1.1   Define the principle of mentoring.

'Mentoring' is a supportive learning relationship where a person (the mentee) is supported by someone more experienced (the mentor) to make changes. This might be related to work performance or to a life situation. The relationship is usually medium- or long-term and has a stated purpose and boundaries.

1.2   Describe the key qualities, values and skills of a mentor.

A mentor should have excellent active listening skills, be able to analyse a situation, set goals and monitor action plans. The mentor must be non-judgmental about the history and activities of the mentee and understand that change will only be achieved if the mentee wants it. They should accept the lead of the mentee and support them to achieve their own goals whilst encouraging them to take 'risks' and move beyond their comfort zone. The mentor should be positive about success and resilient in the face of setback and failure. They should be punctual and committed in carrying out the mentoring relationship and offer a positive role model to the mentee.

1.3   Give examples of where they can be applied.

The primary role of a mentor is to listen to the mentee and help them, through active listening and questioning techniques, to understand the nature of the change they wish to make and what barriers may get in the way.

Mentees may have made many mistakes in their past, including the use of illegal substances and other offending behaviour. In some scenarios, mentees may still be using drugs or drink or have other problematic behaviours. It is not the role of the mentor to judge the mentee's past, present or future behaviour nor their opinions and values: they must work

with the mentee 'as they are', whilst encouraging them to make positive change.

The mentor must create a safe, accepting relationship with the mentee in order for the mentee to take risks and stepping outside their comfort zone without the fear of being judged a failure. Mentees will often 'fail' many times before positive change is achieved and it is for the mentor to remain positive about success, encouraging the mentee to try again. To remain positive, the mentor must have personal resilience.
The mentor should, at all times, behave in ways that they wish to encourage in their mentee. This means keeping the mentee informed about changes to plans, being punctual and carrying out what they have promised to do.

1.4   Identify self-development needs in order to meet the qualities and skills of a mentor.

Based on points from AC1.3, the learner should self-assess their own attributes, qualities and skills and identify their own development needs.

Learning Outcome 2: Understand the need to respect individuality and difference within the mentoring relationship.

2.1   Give examples of how life events might influence a person's identity, views and behaviour towards other people.

Everyone is shaped by the events in their lives. For instance: the culture and social background of their family; the attitudes and beliefs and examples of significant others; health, disability and mental wellbeing; wealth, poverty and education. Other significant life events may impact on the general environment in which people are brought up and live and include crises like: losing a parent at a young age, accident and illness, going to prison, becoming homeless, the breakdown of a significant relationship.

'Identity' means the way someone sees themselves – what they believe themselves to be, their self-image.

'Views' are beliefs and opinions about other people, what comprises justice and fairness, ethics. 'Views' may include religious beliefs.

'Behaviour' is how the person acts towards other people as well as the choices they make when faced with a dilemma. 'Behaviour' incorporates courtesy and kindness, offending behaviours, gambling, drinking and taking drugs, as well as choices about spending money and how they choose to live.

2.2   Explain why it is important to be non-judgemental of others.

We do not know why or how people became what they are and we cannot change anyone but ourselves. Being judgmental of others inhibits our helping attitudes and behaviours – the purpose of mentoring – and the mentee is less likely to engage in a learning relationship if they expect disapproval or have to justify their behaviour or lifestyle. This does not mean that we agree with or support all views and behaviours and we can be assertive in giving our opinion, always giving the same right to the other person.

Teaching Strategies and Learning Activities

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 Unit is an introduction to Mentoring. Unit J/505/1289 (Mentoring Skills) and Unit A/505/1287 (Mentoring Practice) provide a full Level 2 course for practising mentors.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Mentoring Practice

Unit Reference	A/505/1287
Level	2
Credit Value	2
Guided Learning	16
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to use mentoring skills and demonstrate good practice	1.1. Write an action plan for use with a client 1.2. Use the action plan with a client 1.3. Maintain an effective mentoring relationship over a given period of time 1.4. Describe how good practice has been implemented within a mentoring relationship 1.5. Give examples of any difficulties which arise 1.6. Describe how these have been dealt with within the mentoring relationship
2. Understand how to review own practice as a mentor	2.1 Review own practice as a mentor 2.2 Give examples of how to improve own practice

Mentoring Practice – A/505/1287 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to use mentoring skills and demonstrate good practice.

1.1. Write an action plan for use with a client.

Action plans should always be based on the mentee's own goals and agreed actions.
Set goals for achievement, based on the SMART model (specific, measurable, achievable, relevant, timetabled) and create an action plan with steps to achieve improvement, using a straightforward action plan model like the one below.

Goal	How will I know when the goal is achieved?	What I need to do	What help, support or resources do I need?	Date for review

1.2 Use the action plan with a client.

There must be evidence – usually from a report of the mentoring activity – that the Action Plan has been agreed with the mentee (the client) and this should include reviews of progress.

1.3 Maintain an effective mentoring relationship over a given period of time.

'Effective' indicates that the mentee is making progress or has improved their wellbeing. Records of meetings and reviews will be required as evidence. 'Given time' may be determined by the teacher but will certainly be longer than three weeks.

1.4 Describe how good practice has been implemented within a mentoring relationship.

'Good practice' includes:
- The use of listening skills
- Effective body language
- Maintaining the boundaries of the relationship
- Working within the mentoring guidelines
- Behaving in the way that the mentor hopes to promote in the mentee (punctual, courteous, doing what they said they would)
- Completing and submitting reports as required by the mentoring coordinator.

1.5   Give examples of any difficulties which arise.

'Difficulties' may include establishing the relationship, maintaining consistent contact, dealing with ethical issues, challenges to the boundaries of the mentoring relationship.

Note: if the learner has no examples of 'difficulties', they may refer to a different mentoring relationship than the current one.

1.6   Describe how these have been dealt with within the mentoring relationship.

'Difficulties' may include establishing the relationship, maintaining consistent contact, dealing with ethical issues, challenges to the boundaries of the mentoring relationship.

Note: if the learner has no examples of 'difficulties', they may refer to a different mentoring relationship than the current one.

Learning Outcome 2: Understand how to review own practice as a mentor.

2.1   Review own practice as a mentor.

All mentoring relationships should conclude with a review and evaluation by all parties – the mentor, the mentee, the mentoring coordinator – and this will provide the basis for this AC. If the mentoring relationship is the learner's first and is ongoing, a checklist of mentoring skills and attributes may be used (see T/504/8503 Mentoring Level 2 for indicative content if required) or a feedback exercise undertaken with the mentee and mentoring coordinator.

2.2   Give examples of how to improve own practice.

Based on AC2.1, the learner should select areas where they could improve their practice and describe what success would look like.

Alternatively, the learner may identify areas for future development above and beyond their current level.

Teaching Strategies and Learning Activities

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.

Unit J/505/1289 (Mentoring Skills) and Unit A/505/1287 (Mentoring Practice) provide a full Level 2 course for practising mentors.
For these Units, it is important for the teacher to work with the agency or organisation with which the mentors are working.

Evidence for this Unit comprises a practice file that must be based on actual mentoring experience.

Additional guidance on indicative content can be found in the Unit J/505/1289 (Mentoring Skills).

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Practice file

Additional evidence for this unit may include, but is not limited to:
- Written questions and answers/test/exam
- Report
- Oral question and answer
- Reflective log/diary
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Mentoring Skills

Unit Reference	J/505/1289
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the stages of the 'mentoring' relationship	1.1.	Describe the stages of a typical mentoring relationship
	1.2.	Define the records that need to be kept regarding an ongoing mentoring relationship
2. Understand a range of techniques to make mentees feel comfortable and at ease	2.1	Describe a range of communication skills which would make mentees feel comfortable
	2.2	Perform one of these communication skills
	2.3	Describe the impact of the environment on the mentoring relationship
	2.4	Describe ways of dealing with potential barriers to a good mentoring relationship
3. Understand the boundaries of a mentoring relationship	3.1	Discuss why a 'contract' is important for a mentoring relationship
	3.2	Assess the importance of mentoring guidelines
	3.3	Describe potential ethical issues that may arise
	3.4	Describe the process for ending a mentoring relationship

| 4. Understand when and to whom referrals should be made | 4.1 | Describe key referral routes |
| | 4.2 | Describe situations when mentees may benefit from being referred to other professionals |

Mentoring Skills – J/505/1289 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the stages of the 'mentoring' relationship.

'Mentoring' is a supportive learning relationship where a person (the mentee) is supported by someone more experienced (the mentor) to make changes. This might be related to work performance or to a life situation. The relationship is usually medium- or long-term and has a stated purpose and boundaries.

1.1   Describe the stages of a typical mentoring relationship.

'Stages':
- Match: Mentoring begins by matching someone who wants to be mentored with a trained mentor.
- Mentoring Agreement: At the very beginning of the relationship, there will be a discussion about boundaries and confidentiality, the purpose of the mentoring relationship and what can and cannot be done. Typically, mentors are forbidden to give out personal addresses and other information and the mentee may be told this to avoid potential embarrassment.
- Initial Meeting and Assessment: Over the course of the first meetings, the mentor and mentee will get to know each other and explore what the mentee wants to get from the relationship.
- Setting Goals and Actions: mentor and mentee will agree long-term goals and the actions required to achieve them. This will form the Action Plan.
- Meetings: mentor and mentee meet or communicate at intervals to monitor progress and reinforce motivation and engagement.
- Review: At intervals, the Action Plan and progress towards goals will be reviewed to ensure that it is still relevant and that no major barriers have come up.
- Endings: the mentoring relationship ends when either a) the mentee decides that it is no longer required or b) major goals have been achieved or c) at the close of the period determined during the Mentoring Agreement.

- Evaluation: after the end of the mentoring relationship, feedback will be sought from all parties to evaluate the extent to which the mentoring relationship was successful and to set learning points for the future.

1.2 Define the records that need to be kept regarding an ongoing mentoring relationship.

Records will include the mentoring agreement, action plan, records of meetings and reviews, and the end-point evaluation. Depending on the programme, there may also be referral forms and reports back to the referrer.

Learning Outcome 2: Understand a range of techniques to make mentees feel comfortable and at ease.

2.1 Describe a range of communication skills which would make mentees feel comfortable.

A mentor should have excellent active listening skills, including knowing the use of different questioning and summarising techniques (open and closed questions, funnelling technique).

The mentor will have a command of body language.

Body language is the use of non-verbal communication and includes:
- Facial expression - (smiling, frowning, grimacing, rolling eyes, etc), keeping eye contact to indicate interest or attention
- Gestures – using hands to describe or express emotion, looking at one's watch to suggest time is short, indicating that you want the bill in a restaurant by miming scribbling a signature, opening arms wide to emphasise a point
- Body language and posture – leaning forward to indicate interest, nodding and shaking head, crossing arms or legs.
- Tone of voice – saying the same thing but in a different way can indicate emotion or uncertainty. This is called 'paralinguistics'. Turning the end of a sentence upwards to indicate a question, for instance, use of loud or soft tones, raising the pitch of the voice to show excitement or happiness.
- Touching – being aware of personal space, touching someone's arm or wrist in sympathy or to get their attention
- Appearance – how we dress says something about how we want to be perceived
- Written skills are important to ensure that the mentee is always completely clear about agreements, goals and actions.

2.2 Perform one of these communication skills.

'Perform' will be in simulation or role play. It is important that only 'good practice' is practised and performed.

2.3   Describe the impact of the environment on the mentoring relationship.

Learners should be able to outline appropriate meeting places and explain how these affect the nature of the relationship and the work undertaken as part of the relationship. For instance, though a confidential meeting room might seem to be the best environment, these can be intimidating as the power balance of the relationship is clearly that of 'client and adviser'. More informal and naturally occurring environments may be more positive as the mentee has more control. Noisy cafes may be more discreet and confidential than very quiet ones. Environments that are lonely or isolated should be avoided.

2.4   Describe ways of dealing with potential barriers to a good mentoring relationship.

Barriers and ways to deal with them:
An imbalance of power, with the mentor being clearly in control in the early stages. To deal with this, the mentor should seek ways to give the mentee more choices – where they meet and when, for instance.

Lack of understanding of the mentee's circumstances and history. To deal with this, the mentor must use active listening skills and encourage the mentee to talk. However, the mentee must not feel forced to reveal things that they are not comfortable to share.
Lack of trust is natural in the opening stages of a relationship. To deal with this, the mentor must make sure that they behave in ways that promote trust and a sense of safety for the mentee. For instance, always being punctual and keeping their commitments - doing what they promised.
Fear of being judged may inhibit the mentee from opening up to the mentor. This will only be dealt with when the mentor has demonstrated over a period of time that they will not be shocked, surprised or horrified by anything they are told. This can be facilitated by gently but assertively challenging the mentee when they make judgements of others.
Persistent non-attendance on the part of the mentee may be a sign that the relationship is breaking down but other causes are common. For instance, the mentee feeling that their current behaviour will not be acceptable to the mentor. In this case, the mentee should be contacted by the coordinator or the referring agency to discuss the causes and remedies.

Learning Outcome 3: Understand the boundaries of a mentoring relationship.

3.1   Discuss why a 'contract' is important for a mentoring relationship.

A 'contract' or mentoring agreement ensures that both parties know the nature, purpose, duration (where relevant) and boundaries of the relationship. This avoids inappropriate demands and disappointments. It also ensures that the mentee knows that there are boundaries to confidentiality and allows them to choose what to share.

3.2   Assess the importance of mentoring guidelines.

Mentoring guidelines will be the guidance given to the mentor during their training and induction or when they are matched to a mentee. Mentoring guidelines ensure that the mentor is completely clear about matters like where to meet (not in a pub); who pays for refreshments; what the budget is for each meeting and how to claim back expenses; when to write reports and how to submit them. In summary, mentoring guidelines give a mentor the confidence to do the role they have agreed to and an 'alibi' when they have to say 'no' to a mentee's request.

3.3   Describe potential ethical issues that may arise.

Ethical issues that often arise in mentoring relationships include:
- Confidentiality: when a mentee tells the mentor something that they then say is 'in confidence', the mentor may have to refer back to the boundaries set at the start of the relationship, which should state that what the mentee tells the mentor is confidential unless it is about harm to them or other people.
- Knowledge of illicit activities: if the mentee is 'in recovery' from drink or substance abuse, the mentor may need to consider whether or not to report that they appeared to have been drinking or taking drugs. Similarly, the mentee may tell the mentor about the illicit activities of other people.
- Inability to maintain non-judgmental attitude and behaviour: mentors sometimes come across behaviours and attitudes that they find intolerable. In these cases, they should seek support and guidance from their coordinator or team leader.
    3.
3.4   Describe the process for ending a mentoring relationship.

A mentoring relationship will come to an end either at the point agreed when the relationship was set up or when the mentee decides to end it. In either case, a review and evaluation of the relationship should be done by all parties so that successes can be celebrated and lessons learned. Mentees must be signposted to further sources of information and

support. There may be a formal document that records the end of a relationship and the circumstances.

Learning Outcome 4: Understand when and to whom referrals should be made.

4.1   Describe key referral routes.

'Key referral routes' are likely to include Citizens' Advice, Drug and Alcohol agencies, Counselling providers, Health providers (GPs, walk-in centres, etc) but will depend on the context of the mentoring. The mentoring organisation will have determined whether referrals can be made by the mentor to the provider or whether these must go through the coordinator.

4.2   Describe situations when mentees may benefit from being referred to other professionals.

'Situations' will include any services required which are outside the competence of the mentor. For instance, debt and housing advice, gambling, drugs and alcohol use, medical and mental issues.

Teaching Strategies and Learning Activities

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.

Unit J/505/1289 (Mentoring Skills) and Unit A/505/1287 (Mentoring Practice) provide a full Level 2 course for practising mentors.

For these Units, it is important for the teacher to work with the agency or organisation with which the mentors are, or will be, working.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

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

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

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Negotiation Skills

Unit Reference	Y/504/7781
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the difference between negotiation and debate	1.1. Describe the characteristics of negotiation and debate 1.2. Identify differences between negotiation and debate
2. Know about different tactics people use to stall or halt the decision making process	2.1 Describe common tactics used to stall or halt the negotiation process 2.2 Describe strategies that could be used to move the process on
3. Know about constructive and destructive behaviour in times of conflict	3.1 Describe: a) Constructive behaviour b) Destructive behaviour 3.2 Explain how to be constructive in difficult situations to lessen destructive behaviour
4. Be able to use strategies for negotiation	4.1 Describe different strategies that that can be used for successful negotiation 4.2 Demonstrate the practical application of the identified strategies 4.3 Explain how the use of these strategies can help to achieve the desired outcome

5. Know about the differing roles in negotiation situations	5.1	Identify differing roles within the negotiation situation
	5.2	Describe the implications of assuming different roles within negotiating situations
6. Know about the application of the stages of successful negotiation	6.1	Explain the role of each of the stages of negotiation
	6.2	Describe how knowledge of each stage can be used to achieve outcomes
	6.3	Demonstrate the use of the different stages

Negotiation Skills – Y/504/7781 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the difference between negotiation and debate.

1.1 Describe the characteristics of negotiation and debate.

1.2 Identify differences between negotiation and debate.

'Debate' is a discussion where different viewpoints are represented. There is no expectation that these different viewpoints will be resolved. 'Negotiation' is the process of reaching agreement, sometimes known as a 'win-win' agreement, between two or more parties who are not initially in agreement.

Debate is characterised by turn-taking where each party gives their opinion and supporting arguments. Valid arguments may be acknowledged by others who will offer arguments, or additional evidence to reach a different conclusion.
Negotiation is characterised by the end goal of reaching an agreement. Each party will have a 'desired outcome', targets that they want to achieve and points on which they are willing to compromise. These are used as 'trade-offs' – areas that the party can concede to the other in exchange for something that they want.

Learning Outcome 2: Know about different tactics people use to stall or halt the decision making process.

2.1 Describe common tactics used to stall or halt the negotiation process.

'Stall' means delaying agreements and the process of reaching a decision. 'Halt' means bring negotiation to an end. Some tactics are used over and over within a single negotiation and are simply delaying, or concealing, the decision to bring them to end.

Common tactics are:

1. Cease communication in order to buy time or to raise anxiety in the other party.
2. Declare that the point must be taken to someone else (or to a committee)
3. Bring further documentation and detail to the negotiation that must be read before discussions can resume
4. Asking for further detail or analysis, often unrelated or unneeded to reach a decision

2.2 Describe strategies that could be used to move the process on.

Responses to the tactics listed in AC2.1

1. Call their bluff if you think they are trying to worry you 'Unless we hear from you in the next 48 hours, we will assume that you are no longer interested in negotiating' or – when you suspect that they are buying time to resolve an issue 'I hope you are well and ready to resume negotiations. Can we set a date?'
2. This technique is almost certainly intended to stall, rather than halt, discussions. Accept that the other party needs time and be gracious about it. Do not show frustration or annoyance as this can destroy rapport carefully built between you. Remember that conceding the delay gives you a psychological advantage when you want time out or need a concession.
3. This is a delaying tactic and also a technique to wear down the other party and use up their available time. This may be in the hope that they will concede an important point in the negotiation, rather than start again or delay further. Recognise it for what it is and set a date for resumption of negotiations, by when you will have read the additional information. Skim the documentation and prepare one or two points that seem to confirm you have done the work but don't feel you have to master all the fine detail – it's likely that the other party hasn't read it either.
4. Depending on the request, either refuse and offer to bear the burden of risk this may carry or ask for a 'decision in principle' after which the additional work may be done.

Learning Outcome 3: Know about constructive and destructive behaviour in times of conflict.

3.1 Describe:
a) Constructive behaviour
b) Destructive behaviour

Constructive behaviour is forward looking and seeks to prevent, or find solutions to, problems and promote successful achievement. Constructive behaviours include: active listening (eliciting additional information and

explanation in order to fully understand) courtesy (thanking the other party, trying to make them comfortable) allowing time for the other party to think and to say what they want, challenging the opinion or arguments of the other party whilst acknowledging your appreciation of their point, compliments, summary of agreements and work still to be done.

Destructive behaviour seeks to undermine the other party and focuses on past behaviours, disagreements and what has gone wrong. Destructive behaviours include: rudeness, meeting own needs to the exclusion of others' needs, interrupting and talking over others, jumping to conclusions, making assumptions that are not supported by the evidence, being critical of the manner in which points are made, rather than critical of the point itself, summarising disagreements and discounting achievements.

3.2   Explain how to be constructive in difficult situations to lessen destructive behaviour.

Being constructive in the face of destructive behaviour requires self-control and resilience, since destructive behaviours seek to undermine confidence and optimism. Arguing with negative points raised by the other party tends to aggravate destructive behaviours so it is important to acknowledge their point of view and be assertive in making your own points. Behave assertively and calmly – destructive behaviours are not reduced by passive responses. Use the UHT technique 'I Understand that… However, I cannot agree to… Therefore …'. Be forward-looking by acknowledging past difficulties and suggesting ways to prevent them in the future.

Learning Outcome 4: Be able to use strategies for negotiation.

4.1   Describe different strategies that that can be used for successful negotiation.

Analysis of the problem: this clarifies why each side in the negotiation has taken a particular position, where the parties agree and where the difference between them lies. This means that discussion time can focus on the points of difference, the agreements having been acknowledged by both parties.

Problem-solving: hindrances to negotiation may not be about the points of difference and other conditions may need to change in order for negotiation to proceed. For instance: a breakdown in communication may not be a stalling tactic (see LO2) but a genuine difference in availability. Finding out more about the nature of the problem, and how it can be solved, benefits both parties.
Preparation to determine goals, areas for trade-offs (this is what the

negotiator will be prepared to give away or alter in order to reach an agreement on their goals) allows the negotiator to focus on the desired outcome and work towards it, while not stalling negotiations by standing their ground on an area that is less important.

Active listening – including the use of open questions – helps the negotiator to find out what the other party really wants and where some compromise is possible.

Teamwork – some negotiators work in pairs or teams. It is possible, with practice, to persuade the other party that they have won a point by one of the team being stubborn about it and the other 'persuading' them to concede something – but less than the other party would have wanted (this is related to the interviewing technique known as 'bad cop, good cop'.

Emotional control and resilience: negotiations are not always smooth and the negotiator may be tempted to give away more than they wanted in order to end the frustration of a lack of progress. Alternatively, the negotiator may become so frustrated that they take out their feelings by refusing to compromise on something they were previously willing to change.

Verbal communication skills to state the negotiator's position, clearly and unambiguously.

Interpersonal skills – negotiation is smoother when the different parties can get on together. Constructive behaviours (see LO3) help to create a trusting relationship.

4.2   Demonstrate the practical application of the identified strategies.

The learner must choose from among the strategies and put them into practice during a role play (Prescribed assessment method)

4.3   Explain how the use of these strategies can help to achieve the desired outcome.

Analysis of the problem: this clarifies why each side in the negotiation has taken a particular position, where the parties agree and where the difference between them lies. This means that discussion time can focus on the points of difference, the agreements having been acknowledged by both parties.

Problem-solving: hindrances to negotiation may not be about the points of difference and other conditions may need to change in order for negotiation to proceed. For instance: a breakdown in communication may not be a stalling tactic (see LO2) but a genuine

difference in availability. Finding out more about the nature of the problem, and how it can be solved, benefits both parties.

Preparation to determine goals, areas for trade-offs (this is what the negotiator will be prepared to give away or alter in order to reach an agreement on their goals) allows the negotiator to focus on the desired outcome and work towards it, while not stalling negotiations by standing their ground on an area that is less important.

Active listening – including the use of open questions – helps the negotiator to find out what the other party really wants and where some compromise is possible.

Teamwork – some negotiators work in pairs or teams. It is possible, with practice, to persuade the other party that they have won a point by one of the team being stubborn about it and the other 'persuading' them to concede something – but less than the other party would have wanted (this is related to the interviewing technique known as 'bad cop, good cop'.

Emotional control and resilience: negotiations are not always smooth and the negotiator may be tempted to give away more than they wanted in order to end the frustration of a lack of progress. Alternatively, the negotiator may become so frustrated that they take out their feelings by refusing to compromise on something they were previously willing to change.

Verbal communication skills to state the negotiator's position, clearly and unambiguously

Interpersonal skills – negotiation is smoother when the different parties can get on together. Constructive behaviours (see LO3) help to create a trusting relationship.

Learning Outcome 5: Know about the differing roles in negotiation situations.

5.1   Identify differing roles within the negotiation situation.

Individuals within negotiation teams may assume different roles and/or adopt different roles as required during the negotiations. A useful model for thinking about different roles is Belbin Team Roles

Action oriented roles: Implementer (puts ideas into action), Shaper (challenges the team to improve), Completer-Finisher (ensures thorough, timely completion)

People oriented roles: Coordinator (acts as a chairperson to ensure process is smooth), Team Worker (encourages cooperation), Resource

Investigator (explores outside opportunities)

Thought oriented roles: Plant (presents new ideas and approaches), Monitor-evaluator (analyses the options), Specialist (provides specialized skills and expert knowledge).

5.2   Describe the implications of assuming different roles within negotiating situations.

Adopting different roles demands different behaviours. It is important, for instance, that only one person acts in the coordinating role or the process may become more important than the discussion. When there is no team, or a smaller team, individuals may take on different roles as the occasion demands. It is useful to make sure other people in your team know the role you are adopting to avoid duplication and confusion.

Individuals naturally prefer different roles and it may be that they are required to act outside their comfort zone.

Learning Outcome 6: Know about the application of the stages of successful negotiation.

6.1   Explain the role of each of the stages of negotiation.

Negotiation can be thought of as falling into five stages
1. Preparation and planning: both parties organise the information they will use, decide upon priorities and bargaining points and the roles each person in the team will take.
2. Definition of ground rules: agreements about deadlines and review dates can avoid or mitigate some of the disruptive behaviours (see AC2.1) used to stall discussions. Ground rules might include agreement about how much time must be given for the other party to assess new information and what will happen if agreement cannot be reached.
3. Clarification and justification: this is the stage at which each party explains their position and the outcome they want.
4. Bargaining and problem solving: this is the discussion stage. Each party will have decided what they are willing to concede or bargain in order to gain their main outcomes
5. Closure and implementation: the last stage of negotiation is a summary of the agreement reached and, finally, implementation.

6.2   Describe how knowledge of each stage can be used to achieve outcomes.

Negotiations will be smoother and less problematic if the stages are followed. For instance, jumping ahead by trying to summarise the agreement at clarification stage may mean that the other party stops or stalls negotiation because they feel that their points have not been heard. Skipping the ground rules stage may mean that there is no way to challenge information introduced at the last minute or resolve delays and breakdown in communication.

6.3   Demonstrate the use of the different stages.

This will be a role play (though the topic for negotiation may be 'real life') in which learners demonstrate how to progress through each of the five stages.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has two prescribed assessment methods:
- Written description
- Role play/simulation

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Reflective log/diary
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Numeracy in Context - Planning a Mathematical Project

Unit Reference	A/505/4030
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify and agree a substantial mathematical project in practical context	1.1. Clearly define the objectives of a coherent, substantial investigation, practical activity, problem or task in a practical context with guidance from the tutor
2. Be able to plan the project	2.1 Organise the work into a series of manageable tasks 2.2 Select methods to use to complete the tasks
3. Be able to implement the plan	3.1 Collect information from different sources 3.2 Successfully perform a variety of calculations, showing methods and checking all calculations by a different method 3.3 Use mathematical language and notation throughout the activity 3.4 Use diagrams, tables or graphs to present information 3.5 Monitor and make adjustments as necessary

4. Be able to interpret the results	4.1	Interpret the results logically and concisely using mathematical language
5. Be able to draw conclusions	5.1	Clearly state conclusions
	5.2	Comment critically on the outcomes of the project, identifying how improvements could have been made

Numeracy in Context- Planning a Mathematical Project – A/505/4030 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify and agree a substantial mathematical project in practical context.

Learners must give a detailed written description of their possible project, including clear objectives, to their tutor or agreed member of staff to ensure that the project is ethically sound, feasible within the timescale planned for the work, and must include numerical work at the required Level Two. Calculations must be supported through the use of aspects of level two numeracy such as symbolic notation used in number, squares/roots, decimals, common fractions, statistics, probability, geometry, tessellations, trigonometry, accurate measurements involving the use of the metric system and notation, percentages, proportions, ratios, graphical/chart representations, rates of change, algebra etc. The project should involve at least three of these areas of numerical study and preferably more.

Note that collection of data through questionnaires may not be an appropriate method for a project, both in terms of the time involved as a proportion of the planned time involved and in terms of demonstrating the relevant level of numerical skills.

1.1   Clearly define the objectives of a coherent, substantial investigation, practical activity, problem or task in a practical context with guidance from the tutor.

Learning Outcome 2: Be able to plan the project.

The use of IT facilities should be encouraged. The tasks should be written succinctly, in logical sequence, showing an estimate of the time involved. Methods should be clearly identified and include resources such as IT facilities, calculators, measuring tools. Tabular presentation of the response will be appropriate. This plan should be submitted to the assessor before implementation. Assessor feedback at this point is not required.

2.1   Organise the work into a series of manageable tasks.

2.2   Select methods to use to complete the tasks.

Learning Outcome 3: Be able to implement the plan.

Whilst the use of questionnaires to collect data should not be encouraged, students could be directed to sources of data collected by reputable organisations such as governments, charities. Calculations involved should include mental estimations, use of calculators/computing/mobiles, and written calculations showing appropriate methods. Awareness of accuracy should be covered e.g. the accuracy of final answer must be based on the accuracy of the collected values. The accuracy of measurement relevant to the tools used should be covered, as well as the use of scales to present accurate drawings/diagrams of plans or artefacts.

Correct use of statistical terms such as mean mode and median is expected as well as the notation involved with the MKS system of measurement and the correct use of standard form. Awareness of the difference between charts and graphical representation will be expected; full labelling in line with current notation of diagrams, charts, and graphical representations should be covered.

A review of the initial plan should be encouraged; amendments made should be submitted as evidence alongside the original plan.

3.1   Collect information from different sources.

3.2   Successfully perform a variety of calculations, showing methods and checking all calculations by a different method.

3.3   Use mathematical language and notation throughout the activity.

3.4   Use diagrams, tables or graphs to present information.

3.5   Monitor and make adjustments as necessary.

Learning Outcome 4: Be able to interpret the results.

Learners should be made aware that the final outcomes from the project should be tested against the original aims of the project.

4.1   Interpret the results logically and concisely using mathematical language.

Learning Outcome 5: Be able to draw conclusions.

Conclusions should be expressed in terms of results and then satisfaction with the outcomes. Learners should be encouraged to review their tasks, their methods including resources, the timing of tasks in order to identify any improvements that can be made and to link this activity to the concept of 'evaluation'.

5.1   Clearly state conclusions.

5.2   Comment critically on the outcomes of the project, identifying how improvements could be made.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Project

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Version 2.2   600/8476/5,
600/8478/9, 600/8411/X, 600/8410/8,
600/8412/1, 600/8413/3, 600/8418/2
600/8419/4   Page **252** of **751**

Participating in a Vocational Taster

Unit Reference	A/600/3251
Level	2
Credit Value	2
Guided Learning	16
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand different job roles within a vocational area	1.1. Describe three job roles within a vocational area 1.2. Assess the skills, knowledge and personal qualities required to perform one of the job roles identified
2. Use relevant skills, knowledge and personal qualities in a vocational context	2.1 Perform a given task in a vocational context using relevant skills 2.2 Demonstrate application of relevant knowledge to a vocational context 2.3 Describe how own personal qualities have been engaged in a vocational context
3. Understand the health and safety requirements relevant to the vocational context	3.1 Describe the health and safety issues relevant to the vocational context 3.2 Assess the risks associated with own role 3.3 Apply safe working procedures to minimise risks identified
4. Reflect on suitability for job role in chosen vocational context	4.1 Describe the skills and knowledge gained from the vocational taster 4.2 Assess own strengths and areas for development

	4.3 Comment on the positive and negative aspects of the vocational experience

Participating in a Vocational Taster – A/600/3251 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand different job roles within a vocational area.

1.1   Describe three job roles within a vocational area.

1.2   Assess the skills, knowledge and personal qualities required to perform one of the job roles identified.

Learning Outcome 2: Use relevant skills, knowledge and personal qualities in a vocational context.

2.1   Perform a given task in a vocational context using relevant skills.

2.2   Demonstrate application of relevant knowledge to a vocational context.

2.3   Describe how own personal qualities have been engaged in a vocational context.

Learning Outcome 3: Understand the health and safety requirements relevant to the vocational context.

3.1   Describe the health and safety issues relevant to the vocational context.

3.2   Assess the risks associated with own role.

3.3   Apply safe working procedures to minimise risks identified.

Learning Outcome 4: Reflect on suitability for job role in chosen vocational context.

4.1   Describe the skills and knowledge gained from the vocational taster.

4.2   Assess own strengths and areas for development.

4.3   Comment on the positive and negative aspects of the vocational experience.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Personal and Social Responsibility

Unit Reference	H/504/8836
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the impact of own actions and decisions	1.1. Describe a situation where they have taken responsibility for actions and decisions made 1.2. Comment on a situation where they or another person were not aware of the implications of an action 1.3. Discuss how own decisions affect others
2. Be able to recognise injustice, exploitation and denial of human rights	2.1 Describe the key features of the Universal Declaration of Human Rights 2.2 Identify examples of denial of human rights 2.3 Comment on the responsibilities that these human rights demand 2.4 Explain how these responsibilities relate to the requirements of the Declaration
3. Understand values, attitudes and beliefs	3.1 Describe personal values, attitudes and beliefs 3.2 Discuss how these may conflict with others 3.3 Identify how to deal with the conflict

4. Be able to recognise that people hold different opinions	4.1 Describe situations where opinions may be based on personal/cultural beliefs or values 4.2 Discuss how the beliefs or values might cause problems 4.3 Describe ways the problems might be resolved in these situations

5. Be able to recognise moral judgements, issues and dilemmas	5.1 Describe the difference between a value judgement and a matter of fact
	
	5.2 Comment on the main arguments for/against the following;
	    a) right to life
	    b) existence of god
	    c) a contemporary issue
	
	5.3 State opinion on each of the following:
	    a) right to life
	    b) existence of God
	    c) a contemporary issue

Supporting Unit Information

Personal and Social Responsibility – H/504/8836 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the impact of own actions and decisions.

1.1　Describe a situation where they have taken responsibility for actions and decisions made.

1.2　Comment on a situation where they or another person were not aware of the implications of an action.

1.3　Discuss how own decisions affect others.

Learning Outcome 2: Be able to recognise injustice, exploitation and denial of human rights.

2.1　Describe the key features of the Universal Declaration of Human Rights.

2.2　Identify examples of the denial of human rights.

2.3　Comment on the responsibilities that these human rights demand.

2.4　Explain how these responsibilities relate to the requirements of the Declaration.

Learning Outcome 3: Understand values, attitudes and beliefs.

3.1　Describe personal values, attitudes and beliefs.

3.2　Discuss how these may conflict with others.

3.3　Identify how to deal with the conflict.

Learning Outcome 4: Be able to recognise that people hold different opinions.

4.1 Describe situations where opinions may be based on personal/cultural beliefs or values.

4.2 Discuss how the beliefs or values might cause problems.

4.3 Describe ways the problems might be resolved in these situations.

Learning Outcome 5: Be able to recognise moral judgements, issues and dilemmas.

5.1 Describe the difference between a value judgement and a matter of fact.

5.2 Comment on the main arguments for/against the following;
   a) right to life;
   b) existence of God;
   c) a contemporary issue

5.3 State an opinion on each of the following;
   a) right to life;
   b) existence of God;
   c) a contemporary issue

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Personal Budgeting and Managing Money

Unit Reference	L/504/7843
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what is meant by income and expenditure	1.1 Define the terms "income" and "expenditure" 1.2 Outline different sources of income 1.3 Outline items of expenditure for a typical household 1.4 Describe how income and expenditure can be affected by personal circumstances
2. Know ways to manage a limited budget	2.1 Identify the factors to be considered when managing a limited budget 2.2 Compare strategies to manage a limited budget effectively in a particular situation; for example young family, student
3. Know how to undertake financial transactions	3.1 Describe different kinds of financial transaction and their purpose 3.2 Explain why different methods of carrying out financial transactions are used in different circumstances
4. Understand key financial information on everyday documents	4.1 Understand the purpose of a receipt and identify key information on it 4.2 Describe key items recorded on a payslip and state why each item is included

		4.3	Describe key terms on a bank statement and explain their importance
		4.4	Describe how financial information can be checked for errors
5.	Know about saving	5.1	Explain the benefits of saving
		5.2	Compare ways to save money, describing which is preferable in different circumstances
6.	Be able to produce a budget plan	6.1	Explain the benefits of planning a budget
		6.2	Assess likely spending and income over a given period
		6.3	Compare predicted and actual spending and income

Personal Budgeting and Managing Money – L/504/7843 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand what is meant by income and expenditure.

1.1   Define the terms "income" and "expenditure".

1.2   Outline different sources of income.

1.3   Outline items of expenditure for a typical household.

1.4   Describe how income and expenditure can be affected by personal circumstances.

Learning Outcome 2: Know ways to manage a limited budget.

2.1   Identify the factors to be considered when managing a limited budget.

2.2   Compare strategies to manage a limited budget effectively in a particular situation; for example young family, student.

Learning Outcome 3: Know how to undertake financial transactions.

3.1   Describe different kinds of financial transaction and their purpose.

3.2   Explain why different methods of carrying out financial transactions are used in different circumstances.

Learning Outcome 4: Understand key financial information on everyday documents.

4.1   Understand the purpose of a receipt and identify key information on it.

4.2   Describe key items recorded on a payslip and state why each item

is included.

4.3 Describe key terms on a bank statement and explain their importance.

4.4 Describe how financial information can be checked for errors.

Learning Outcome 5: Know about saving.

5.1 Explain the benefits of saving.

5.2 Compare ways to save money, describing which is preferable in different circumstances.

Learning Outcome 6: Be able to produce a budget plan.

6.1 Explain the benefits of planning a budget.

6.2 Assess likely spending and income over a given period.

6.3 Compare predicted and actual spending and income.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
• Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Personal Career Preparation

Unit Reference	D/505/5123
Level	2
Credit Value	1
Guided Learning	8
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own aptitude for different career options	1.1. Identify own skills and abilities 1.2. Describe own strengths and character qualities 1.3. Describe own preferred ways of working and learning 1.4. Assess how these factors contribute to the roles, responsibilities or activities in which they are applied 1.5. Explain how these factors could be transferrable to different careers
2. Know about relevant sources of information, advice and guidance in relation to career planning	2.1 Describe different sources of career information, advice and guidance 2.2 Assess the relevance of each source to own career planning

Personal Career Preparation – D/505/5123 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand own aptitude for different career options.

1.1   Identify own skills and abilities.

1.2   Describe own strengths and character qualities.

1.3   Describe own preferred ways of working and learning.

1.4   Assess how these factors contribute to the roles, responsibilities or activities in which they are applied.

1.5   Explain how these factors could be transferrable to different careers.

Learning Outcome 2: Know about relevant sources of information, advice and guidance in relation to career planning.

2.1   Describe different sources of career information, advice and guidance.

2.2   Assess the relevance of each source to own career planning.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Personal Development Skills

Unit Reference	H/505/5057
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Know about own strengths, weaknesses and skills	1.1. Identify:
	    a) personal strengths
	    b) personal weaknesses
	
	1.2. Assess the impact of the identified strengths for the future in:
	    a) life
	    b) work
	    c) training
	
	1.3. Assess the impact of the identified weakness for the future in:
	    a) life
	    b) work
	    c) training

2. Know own skills and investigate ways of self-improvement	2.1 Identify personal skills learned in:
	    a) life
	    b) work
	    c) training
	
	2.2 Assess personal skills learned in:
	    a) life
	    b) work
	    c) training
	
	2.3 Describe how the identified skills may be used in the future

3. Understand their current life situation and relationships	3.1	Describe their current life situation including: a) home situation b) relationships
4. Be able to make positive decisions	4.3	Make positive decisions
	4.4	Explain the reason for the decisions made
5. Be able to set personal objectives and action plans for self-improvement	5.1	Identify personal goals
	5.2	Record personal goals
	5.3	Produce an action plan

Personal Development Skills – H/505/5057 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about own strengths, weaknesses and skills.

1.1 Identify:
   a) personal strengths
   b) personal weaknesses

1.2 Assess the impact of the identified strengths for the future in:
   a) life
   b) work
   c) training

1.3 Assess the impact of the identified weaknesses for the future in:
   a) life
   b) work
   c) training

Learning Outcome 2: Know own skills and investigate ways of self-improvement.

2.1 Identify personal skills learned in:
   a) life
   b) work
   c) training

2.2 Assess personal skills learned in:
   a) life
   b) work
   c) training

2.3 Describe how the identified skills may be used in the future.

Learning Outcome 3: Understand their current life and relationships.

3.1   Describe their current life situation including:
        a) home situation
        b) relationships

Learning Outcome 4: Be able to make positive decisions.

4.1   Make positive decisions.

4.2   Explain the reasons for the decisions made.

Learning Outcome 5: Be able to set personal objectives and action plans for self-improvement.

5.1   Identify personal goals.

5.2   Record personal goals.

5.3   Produce an action plan.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Personal Learning Skills

Unit Reference	H/504/7797
Level	2
Credit Value	6
Guided Learning	48
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how the working of the brain is relevant to learning	1.1. Identify important facts about the brain 1.2. Explain facts about the brain 1.3. Explain how the identified facts are relevant to: a) Own learning b) Current learning experience
2. Know how learning takes place	2.1 Define 'learning' 2.2 Describe different learning experiences 2.3 Explain different ways of learning
3. Know about own learning profile	3.1 Describe different learning styles 3.2 Identify own learning style 3.3 Describe own learning style 3.4 Describe strategies that they can use to learn more effectively

4. Be able to make plans to use 'learning to learn' skills to aid learning in other subjects	4.1	Select learning projects
	4.2	Plan learning projects
	4.3	Complete learning projects
	4.4	Set targets to achieve each learning project
	4.5	Describe the thinking and learning processes that have taken place whilst completing the projects
	4.6	Explain what has been learnt from the projects
	4.7	Explain how this learning could be applied in other subjects

Supporting Unit Information

Personal Learning Skills – H/504/7797 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know how the working of the brain is relevant to learning.

1.1   Identify important facts about the brain.

Parts of the brain, roles and functions of different parts, brain health, left brain/right brain. Be able to label a diagram of the brain. Identify facts about the brain which are relevant for learning, for example, how information from the various sensors is taken into the brain, how this information is processed for immediate and longer term retrieval.

1.2   Explain facts about the brain.

Make clear how the facts learnt are relevant to learning.

1.3   Explain how the identified facts are relevant to:
       a) Own learning
       b) Current learning experience.

Understanding of physical learning process including memory, relationship to own learning patterns. Relationship to subject(s) and assessment methods and types.

Relate in general terms to own learning and specifically to current learning experiences for example, how to develop memory techniques relevant to the subjects being studied.

Learning Outcome 2: Know how learning takes place.

2.1   Define 'learning'.

Varied definitions of learning – factors such as input and retention, changes in behaviour as a result of learning, gaining knowledge, ability to apply knowledge (in different situations). Deep learning and superficial learning.

2.2   Describe different learning experiences.

Definition of learning experiences (which allow learning to take place) – personalised and general. From own personal experience, describe three or more contrasting learning experiences which can be either positive or negative. Where learning has taken place, describe what has enabled this to happen, and where it is less successful, show what impeded learning in these situations.

2.3   Explain different ways of learning.

Ways of learning – formal, informal, educational and non-educational ways and settings. Identify different ways of learning which work for different people, even within the same setting. Explain one learning difficulty or disability, and so ways which could help to overcome this in a classroom situation. For example, a visually impaired learner studying for GCSE English might have to approach the subject differently. So, for example, audio description of plays and films could be used, technology could assist with reading and notetaking.

Learning Outcome 3: Know about own learning profile.

3.1   Describe different learning styles.

Types of learning styles eg but not necessarily Visual, Auditory, and Kinaesthetic/Tactile (VAKT) model. Self-awareness, self-reflection.

3.2   Identify own learning style.

Questionnaire or assessment.

3.3   Describe own learning style.

In relation to results of assessment and in relation to demands of subjects/course studied. Make clear the features of own learning style and give examples of where this is the strength, and where further development might be needed.

3.4   Describe strategies that they can use to learn more effectively.

Strategies to improve/develop learning in relation to results of learning styles assessment – making the most of existing strengths, developing more balanced profile.

Learning Outcome 4: Be able to make plans to use 'learning to learn' skills to aid learning in other subjects.

4.1   Select learning projects.

Autonomous learning skills – initial research, choosing and checking, planning, monitoring, completing, revising and checking.

4.2   Plan learning projects.

Autonomous learning skills – initial research, choosing and checking, planning, monitoring, completing, revising and checking.

4.3   Complete learning projects.

Autonomous learning skills – initial research, choosing and checking, planning, monitoring, completing, revising and checking.

4.4   Set targets to achieve each learning project.

Setting SMART targets.

4.5   Describe the thinking and learning processes that have taken place whilst completing the projects.

4.6   Explain what has been learnt from the projects.

4.7   Explain how this learning could be applied in other subjects.

Self-reflection including possibly a model e.g. Gibbs, action planning for the future.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

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

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

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Additional Information

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Planning and Promoting an Event

Unit Reference	J/504/9719
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to plan, monitor and promote an event	1.1. Explain the choice of an event for a given target audience 1.2. Describe the personal skills and qualities needed within a team to effectively plan, promote and deliver the event 1.3. Devise an action plan for the event that identifies: a) Resources b) Sets targets c) Sets deadlines 1.4. Review the effectiveness of the action plan.
2. Know about the impact of effective promotion	2.1 Propose different methods that could be used to promote the event 2.2 Select an appropriate method of promotion 2.3 Review the effectiveness of the chosen method of promotion

Planning and Promoting an Event – J/504/9719 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know how to plan, monitor and promote an event.

1.1   Explain the choice of an event for a given target audience.

1.2   Describe the personal skills and qualities needed within a team to effectively plan, promote and deliver the event.
         3.
1.3   Devise an action plan for the event that identifies:
         a) Resources
         b) Sets targets
         c) Sets deadlines

1.4   Review the effectiveness of the action plan.

Learning Outcome 2: Know about the impact of effective promotion.

2.1   Propose different methods that could be used to promote the event.

2.2   Select an appropriate method of promotion.

2.3   Review the effectiveness of the chosen method of promotion.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. 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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Additional Information

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Practical Presentation Skills

Unit Reference	M/504/8659
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes. The purpose if this unit is to equip learners to prepare and deliver a presentation, including visual aids.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the skills involved in preparing and delivering presentations	1.1. Give reasons why presentations may be necessary 1.2. Describe the most common delivery styles and structures for presentation 1.3. Explain the importance of: a) Preparation b) Planning c) Presentation d) Performance 1.4 Describe the main elements that make up each of the above
2. Be able to use different visual aids and delivery styles in presentations	2.1 Select a variety of visual aids for use within given presentations 2.2 Give reasons for selection of the visual aids used 2.3 Use a selected delivery style for given presentations 2.4 Give reasons for using delivery style chosen

3. Be able to plan a presentation	3.1	Identify sources of information
	3.2	Select different sources of information relevant to the topic of presentation
	3.3	Follow a given structure to plan a presentation for a given task
4. Be able to deliver a presentation	4.1	Introduce topic clearly
	4.2	Speak audibly, using tone and register appropriate to the audience and level of formality
	4.3	Present material logically, linking ideas together
	4.4	Explain key concepts
	4.5	Use appropriate evidence to support the ideas, arguments and opinions presented
	4.6	Present an effective conclusion
5. Be able to assess performance and identify areas for improvement	5.1	Assess own performance
	5.2	Obtain feedback from audience
	5.3	Identify areas for own improvement

Practical Presentation Skills – M/504/8659 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the skills involved in preparing and delivering presentations

1.1   Give reasons why presentations may be necessary.

Formally,
- as part of a work role, to colleagues or customers
- as part of a college course
- to put over your point of view to a group
- to inform a group or pass on (disseminate) knowledge
- to motivate others to take action

Informally,
- when part of a group working on a joint project

1.2   Describe the most common delivery styles and structures for presentations.

Presentations may be formal or informal. In either case, they should include:
- a welcoming introduction with a brief overview of the subject matter
- a coherent series of the main points, presented in a logical order
- a conclusion that sums up the main points

There may also be a 'call to action' – what the presenter wants the audience to do following the presentation.

Three common structures
1. Problem-Solution – a problem is stated that the content seeks to solve
2. Story – Using a narrative as a starting point, a problem or dilemma is presented and the remainder of the presentation seeks to resolve the dilemma. There is usually a 'call back' at the end of the presentation to the original narrative, linking the solution to what happened in the story.

3. Review of arguments – reviews a number of different viewpoints, critiques them and offers a better (or the best) solution.

Delivery styles:
- An informal presentation may not include visual images, especially if the presentation is impromptu (e.g., to a work or study group).
- Visual style – this relies on images to convey a mood or a message. Steve Jobs and Seth Godin are both well known for the use of startling, simple visuals and their presentations can be found on YouTube. This style supports the use of narrative (story-telling) and humour.
- Instruction – this style of presentation is aimed at conveying information and knowledge, rather than inspiring or 'selling' an idea. Visual aids often contain statistics, charts and flow diagrams.
- Story-telling – this style of presentation uses the presenter's own experiences to inspire, motivate and inform. Amy Cuddy's TED Talk 'Your body language may shape who you are' is a notable example.
- Facilitative – not all presentations are solely from the presenter to the audience. A presenter using the facilitative style will ask the audience to come up with ideas or answer questions and hold, in effect, a conversation around their chosen subject. This may be interspersed with 'input' – the presenter speaking on their own and often showing visuals that illustrate their points.

1.3 Explain the importance of:
   a) Preparation
   b) Planning
   c) Presentation
   d) Performance.

1.4 Describe the main elements that make up each of the above.

Learning Outcome 2: Be able to use different visual aids and delivery styles in presentations

This LO requires the learner to choose a presentation topic and start preparation for delivery.

2.1 Select a variety of visual aids for use within given presentations.

'Visual Aids' may include PowerPoint, flipchart, handouts, physical resources (toys, models, article being presented), tablets, smart phones or other electronic devices, coloured paper and sticky notes, etc.

2.2 Give reasons for selection of the visual aids used.

'Reasons' may include clarity of information, ability to collect and collate

information from audience, visual representation of the article being presented, to enable engagement with the audience, to introduce humour.

2.3 Use a selected delivery style for given presentations.

2.4 Give reasons for using delivery style chosen.

Choose a delivery style (examples given in AC1.2) and justify its usefulness for the presentation topic. Further evidence for this AC will come from AC3.3 and observation evidence of LO4.

Learning Outcome 3: Be able to plan a presentation

3.1 Identify sources of information.

'Sources of Information' may include websites, leaflets, books, social media, experts on the topic, the audience (for instance, to find out their level of knowledge and learning needs), operation manuals, colleagues and managers, newspapers and magazines.

3.2 Select different sources of information relevant to the topic of presentation.

'Select different sources of information' – the learner must use more than one source of information that is relevant to their topic.

3.3 Follow a given structure to plan a presentation for a given task.

'Given structure' may be the standard structure (see AC1.2) or one agreed with the tutor. The learner will use the structure to complete planning the presentation.

Learning Outcome 4: Be able to deliver a presentation

4.1 Introduce topic clearly.

'Clearly' refers to the clarity of the introduction, rather than to the tone of voice.

4.2 Speak audibly, using tone and register appropriate to the audience and level of formality.

'Audibly' – so that all the audience can hear.
'Tone' – a humorous tone is appropriate to some topics, especially when the presentation is informal, but not to others. For instance, it would probably not be appropriate to a presentation around the

introduction of a new work procedure.

'Register' means the pitch of the voice. Learners should aim to speak in a middle range to enhance audibility and clarity. This is particularly difficult when the speaker is nervous.

'Appropriate to the audience' An audience may already have good knowledge of the topic; they may be work colleagues and know the presenter very well; they may be anxious about the topic of the presentation (for instance, a new work procedure, a new product) and this must be taken into account when the presentation is planned and delivered.

'Level of formality' – see AC1.1 and AC1.2.

4.3   Present material logically, linking ideas together.

'Logically, linking ideas together' means that the order of ideas should flow and that the audience should be able to make sense of the rationale behind the ideas. A simple method to help with this is:
- facts first
- explain facts and the conflict or problem
- show new information
- explain how new information solves problem

4.4   Explain key concepts.

'Key Concepts' are the main ideas behind the purpose of the presentation.

4.5   Use appropriate evidence to support the ideas, arguments and opinions presented.

An 'effective conclusion' is reminding the audience what the presenter set out to tell them, what has been shown and what it means for the audience.

This is known as 'Tell them what you're going to tell them, tell them, tell them what you told them'. A call to action may follow (what the audience should do next).

4.6   Present an effective conclusion.

Learning Outcome 5: Be able to assess performance and identify areas for improvement

5.1   Assess own performance.

5.2   Obtain feedback from audience.

5.3   Identify areas for own improvement.

A combination of self-assessment, peer assessment and tutor feedback will support the learner to identify what went well and what improvements will make them more effective.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
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Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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600/8419/4

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Prejudice and Discrimination

Unit Reference	A/504/8843
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes. This unit will introduce and explain the terminology, origins and consequences of prejudice and discrimination and the value of Equal Opportunities policies.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the meaning of the terms 'prejudice' and 'discrimination'	1.1. Define the terms 'prejudice' and 'discrimination' 1.2. Explain the difference between prejudice and discrimination
2. Know about stereotypical attitudes	2.1 Describe different stereotypes 2.2 Outline positive and negative factors in relation to stereotypes
3. Know about the origins of attitudes	3.1. Examine how attitudes have been formed 3.2. Identify ways in which attitudes may be challenged
4. Know the consequences of prejudice and discrimination	4.1. Describe ways in which prejudice may manifest itself 4.2. Describe how discrimination may be positive and negative

	4.3.	Explain how discrimination can lead to disadvantage
	4.4.	Describe how prejudice may be positive and negative
	4.5.	Explain how prejudice can lead to disadvantage
5. Know the importance of Equal Opportunities Policies	5.1.	Explain the meaning of Equal Opportunities
	5.2.	Describe the value of Equal Opportunities Policies

Prejudice and Discrimination – A/504/8843 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the meaning of the terms 'prejudice' and 'discrimination'.

1.1.   Define the terms 'prejudice' and 'discrimination'.

Prejudice is a preconceived and unfair attitude or idea about other groups of people.
Discrimination is the behaviour that exemplifies that attitude or idea

1.2   Explain the difference between prejudice and discrimination.

Examples:
The idea that black people are less intelligent than white people is a prejudice. Denying black people access to Higher Education on the basis of the prejudice is discrimination.

Believing that poor people are 'undeserving' is a prejudice. Making it difficult for poor people to get access to benefits and work is discrimination.

Learning Outcome 2: Know about stereotypical attitudes.

2.1   Describe different stereotypes.

A stereotype is way of grouping people together by one or more of their common characteristics. In AC1.2, 'black people' and 'poor people' are stereotypes. More complex stereotypes associate a range of characteristics. For instance: Asian people and doctors; tall people and powerful people.

2.2   Outline positive and negative factors in relation to stereotypes.

Stereotypes are neutral and do not, in themselves, imply praise or blame, good or bad.

The main advantage is that it enables a rapid response to new situations based on similar situations in the past.

The main disadvantage is that stereotypes are never completely truthful. They enable a simple sorting or selection process that is often useful, though there are always risks that the 'exception proves the rule'. Not all big, loud dogs are vicious but it makes sense to be wary of them. Much of our humour relies on stereotypes.

Psychologically, stereotypes seem to be a process of maturation – the way the human brain develops in infancy. Babies learn to group things with particular features: for instance, four legs = dog. As they grow and develop, they learn to subdivide the group more subtly: dogs, cats, horses, cows etc. But these are still stereotypes. This clearly has benefits when something with stripes might be a tiger.

Learning Outcome 3: Know about the origins of attitudes.

3.1   Examine how attitudes have been formed.

Attitudes are formed early in life as a result of the culture, beliefs and behaviours in our family or community. As we develop, other attitudes are formed that are based on our experiences. Much of our cultural heritage is embedded as 'attitudes', including religious and ethical principles, the style in which we expect to live, the education we consider acceptable.

3.2   Identify ways in which attitudes may be challenged.

Attitudes that are embedded early in life are hard to recognise and, therefore, challenge whereas attitudes resulting from experience are mutable.

The first step is always to find out the origins of the attitude by asking open questions and then to identify 'exceptions to the rule'. Someone who is open to questioning their attitudes can challenge them by looking for, and noticing, exceptions. A simple example might be that young, male drivers are aggressive and women drivers can't parallel park. This is true of some people but not of the majority. Finding out about other people's attitudes can help to challenge our own.

Learning Outcome 4: Know the consequences of prejudice and discrimination.

4.1   Describe ways in which prejudice may manifest itself.

Any behaviour that is based on a prejudice is 'discrimination' or 'discriminatory behaviour'. There are two examples in AC1.2

4.2   Describe how discrimination may be positive and negative.

If the prejudice is positive or favourable, then positive discrimination results. The best known of these is the 'halo effect', a cognitive bias where positive attitudes about one characteristic of a person inclines us to think favourably of them. Attractive people are more likely to be believed when they are plaintiffs or witnesses in a court case, for example, and pretty children are more likely to be praised for good behaviour.
If the prejudice is unfavourable, discrimination will take a negative form. In the examples above, the corollary is that ugly people are less likely to be believed and unattractive children's good behaviour is less likely to be noticed than their bad behaviour.

4.3   Explain how discrimination can lead to disadvantage.

Discrimination always leads to disadvantage because it is unfair: when one group is treated more favourably than another, the other group is disadvantaged.

4.4   Describe how prejudice may be positive and negative.

See AC4.2.

4.5   Explain how prejudice can lead to disadvantage.

Learning Outcome 5: Know the importance of Equal Opportunities Policies.

5.1   Explain the meaning of Equal Opportunities.

Equal Opportunities is the term used to express the belief that discrimination is always wrong and that we should put in place as many measures as are necessary to eliminate it. If we cannot change people's attitudes, we can make sure that these are not manifested as behaviours.

5.2   Describe the value of Equal Opportunities Policies.

Equal Opportunities policies express the values of organisations in respect of fairness of treatment. The policy sets out what will be done, how and when, to ensure fairness of treatment and what the consequences will be of non-compliance.

Legislation is what you must do: policies are what you should do.

Stating a principle in an organisation policy normalises (generalises) it across the organisation and can change attitudes, since we find it difficult to behave in one way but believe a different way (cognitive dissonance).

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
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Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Project
- Group discussion

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

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Additional Information

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Preparation for a Recruitment Interview

Unit Reference	M/504/8662
Level	2
Credit Value	2
Guided Learning	16
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the importance of being prepared for a recruitment interview	1.1. Explain the purpose of an interview for the employer 1.2. Describe what to include in a portfolio of evidence for an interview 1.3. Explain the purpose of a portfolio of evidence at an interview 1.4. Explain how to promote self effectively in an interview 1.5. Describe appropriate dress for an interview 1.6. Explain the importance of dressing appropriately for an interview
2. Know the type of questions that may be used at a recruitment interview	2.1 List questions that the interviewer might ask, based on information about the job role 2.2 List questions to ask the interviewer and explain their relevance 2.3 Explain the value to the recruitment interviewer of using open questions

3. Understand how to recognise and respond to different types of interviewer questions	3.1	Respond to complex questions
	3.2	Explain why it challenging to respond to these questions
	3.3	Respond to straightforward questions
	3.4	Explain why it easy to respond to these questions
4. Be able to assess own performance in a recruitment interview	4.1	Describe own performance as the interviewee in a recruitment interview
	4.2	Suggest ways in which own performance may be improved

Supporting Unit Information

Preparation for a Recruitment Interview – M/504/8662 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the importance of being prepared for a recruitment interview.

1.1   Explain the purpose of an interview for the employer.

The purpose of an interview for an employer is to:
- Select the most suitable applicant to fill a vacancy
- Differentiate between applicants based on how they conduct themselves and how they answer questions put to them at interview.
- Decide which applicant will 'fit in' to the existing team and to the aspirations of the employer.

1.2   Describe what to include in a portfolio of evidence for an interview.

'Evidence' may include a personal CV (curriculum vitae), certificates for qualifications and attendance at training, passport, birth certificate or visa and work permit, references from previous employers, teachers, volunteering roles (or personal references where these are not available). Depending on the nature of the job, a portfolio may include relevant samples of work.

1.3   Explain the purpose of a portfolio of evidence at an interview.

The purpose of a portfolio is to
- Demonstrate organisational ability
- Prove that information submitted on the job application form is true
- Prove that the applicant has the right to work in the UK
- Demonstrate that previous employers, etc., found the applicant's work satisfactory
- Depending on the nature of the job, to demonstrate skills

1.4   Explain how to promote self effectively in an interview.

'Promote self' might include:
The use of body language to demonstrate attention and respect for the interviewer.

Non-verbal communication that demonstrates 'attention' includes:
- Sit upright and lean slightly forward to pay attention to what the interviewer is saying
- Make eye contact
- Smile and nod
- Keep hands in your lap, though using them to emphasise a point is fine
- Keep feet flat on the floor
- Do not fidget, move around too much, nor touch hair or face

Being able to offer well-structured evidence for personal statements - the use of STAR (Situation, Task, Action, Result) is a straightforward guide to introduce to learners.

Expressing enthusiasm for the role and for the company
Thinking about questions before answering so that answers are to the point

Appropriate dress, depending on the role (see AC1.5)

1.5   Describe appropriate dress for an interview.

These days, 'appropriate dress' will depend entirely on the job and the employer. As a minimum, clothes should be 'smart casual', clean and ironed, and shoes should be as smart as possible and certainly clean. Avoid noisy prints and slogans or mottoes on shirts. Avoid revealing clothes – very short skirts, for instance – as these are usually considered 'unprofessional' and clothes that are fashionably ripped or torn. For a formal role, a jacket is useful for both women and men and men should wear a tie. Hair should be tidy and avoid fanciful hair decorations.

1.6   Explain the importance of dressing appropriately for an interview.
All interviewers know that the way an interviewee dresses at an interview is likely to be smarter than their normal clothing, so dressing below your 'best' begs a question about your normal work attire. Dressing appropriately for an interview demonstrates respect for the interviewer and for the company. Moreover, it helps the interviewee to feel more confident.

Learning Outcome 2: Know the type of questions that may be used at a recruitment interview.

2.1   List questions that the interviewer might ask, based on information

about the job role.

Standard questions in job interviews include:
1. What can you tell me about yourself?
2. Can you list your strengths?
3. What weaknesses do you have?
4. Why should I consider hiring you?
5. Where do you see yourself five years from now?
6. Why do you want to work here?
7. What motivates you?
8. What makes a good team player?
9. Is there anything that you would like to ask me?

Other questions will depend on the context. As part of the learning activity, learners should prepare their own answers to these questions, with support from the teacher.

Competency interviews (also known as behavioural interviews) are common in the Civil Service and other statutory organisations. Candidates are asked questions relating to their behaviour in specific circumstances, which they then need to back up with concrete examples. Examples of questions include 'Tell me about a time when you were innovative' 'Are you a team player?' 'Can you problem-solve?'

2.2   List questions to ask the interviewer and explain their relevance.

Questions to ask the interviewer should be pertinent to either the company or the job role and should be based on careful research to ensure that they are relevant ('I see that your company won an award for productivity last year. Do you set targets for achievement with your employees?' 'I have comparatively little experience with databases. Would there be support while I get up to speed?)

It is unwise to ask questions that the interviewer may consider flippant or irrelevant at this stage ('Do you have social events for staff members?' 'Can I have family photos on my desk?' 'Is it OK if I take September off to visit Australia?').

2.3   Explain the value to the recruitment interviewer of using open questions.

Closed questions seek information. They can be answered 'yes' or 'no' or with a short factual statement. An interviewer will mainly use them for clarification (I note that you attended training on IT. Did that include spreadsheets?')

Open questions invite the disclosure of more information, including opinion and feelings, which is selected by the person answering. Because of this, the way the interviewee answers an open question reveals more

about them, including how organised they are in considering what is relevant and should be included in the answer and what should be omitted. Another value to the interviewer is that the answers to open questions may suggest different directions in which to take the interview. Answers to open questions reveal more about the personality of the interviewee, which is one of the purposes of the interview (see AC1.1) Typical open questions start 'how' or 'why' or are in the form of demands 'Tell me about…'

Learning Outcome 3: Understand how to recognise and respond to different types of interviewer questions.

3.1   Respond to complex questions.

Complex questions include open questions (see AC2.3) and competency questions (see AC2.1). They require the interviewee to construct a well-constructed answer that sticks to the point while completely answering the question. Under pressure in an interview situation, this is not easy. To prepare for complex questions, review the person specification and think about how the interviewer might seek evidence that the interviewee meets the specification.

3.2   Explain why it challenging to respond to these questions.

Complex questions include open questions (see AC2.3) and competency questions (see AC2.1). They require the interviewee to construct a well-constructed answer that sticks to the point while completely answering the question. Under pressure in an interview situation, this is not easy. To prepare for complex questions, review the person specification and think about how the interviewer might seek evidence that the interviewee meets the specification.

3.3   Respond to straightforward questions.

Straightforward questions will be closed questions (see AC2.3) or questions that ask for a narrative (e.g., 'So how did you come to work at your current employer?' 'What do you most enjoy about your current job?') These questions are used principally to 'set the stage' for more complex questions, to put interviewees at their ease, to clarify a previous answer.

3.4   Explain why it easy to respond to these questions.

Straightforward questions will be closed questions (see AC2.3) or questions that ask for a narrative (e.g., 'So how did you come to work at your current employer?' 'What do you most enjoy about your current job?') These questions are used principally to 'set the stage' for more

complex questions, to put interviewees at their ease, to clarify a previous answer.

Learning Outcome 4: Be able to assess own performance in a recruitment interview.

4.1   Describe own performance as the interviewee in a recruitment interview.

This will be based on either a role-play that has covered evidence for AC3.1 and AC3.3 or on a real recruitment interview. The learner should be able to describe their performance in respect of each area covered in the Unit (portfolio, promoting self, appropriate dress, etc.)

4.2   Suggest ways in which own performance may be improved.

The learner must know what success looks like in each area covered in the Unit in order to suggest ways in which to improve their performance. It will be useful for the teacher to prepare a checklist to ensure that each area is covered in this self-assessment.

Teaching Strategies and Learning Activities

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.

While the Unit doesn't prescribe a job interview, this would be the most likely scenario and indicative content is based on this but can be adapted for other interviews by changing the 'standard' questions in AC2.1.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Oral question and answer

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Written description
- Role play/simulation
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Preparing For Work

Unit Reference	L/506/0740
Level	2
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Be able to identify work or training opportunities	1.1.	Using a range of information sources, record job or training opportunities
	1.2.	Choose one opportunity which suits him/her and meets his/her requirements, giving reasons
2. Understand the requirements for a work or training opportunity	2.1	Describe the employer or training organisation requirements for successful applicants
	2.2	Assess the extent to which own skills, experience and qualities match the requirements
3. Be able to complete applications for work or training	3.1	Complete an application form providing the information requested at the level of detail required
	3.2	Check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary
	3.3	Produce a clearly structured and legible CV which includes relevant information and summarises his/her own experience, qualities and skills

4. Be able to present him/herself at an interview	4.1	Arrive in good time for an interview
	4.2	Use body language, facial expression and tone of voice to indicate positive interest in the position available
	4.3	Give responses that provide the information requested in interview questions
	4.4	Assess his/her own performance at interview, suggesting improvements
5. Be able to plan his/her own career path	5.1	Produce an action plan for future work or training, showing clear objectives and timings for necessary actions

Preparing For Work – L/506/0740 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify work or training opportunities.

1.1   Using a range of information sources, record job or training opportunities.

Consider different job roles and organisations, or training required to develop skills. Conduct research in to job opportunities or training courses. Sources may include the Internet, books, newspapers or leaflets.

1.2   Choose one opportunity which suits him/her and meets his/her requirements, giving reasons.

Explain how the job opportunity or training course identified meets your personal requirements in terms of career progression, personal circumstances or development of skills.

Learning Outcome 2: Understand the requirements for a work or training opportunity.

2.1   Describe the employer or training organisation requirements for successful applicants.

Job advertisements or course information will often stipulate the minimum or essential requirements required to apply for a job or training. This may be related to qualifications, experience or particular skills and knowledge.

2.2   Assess the extent to which own skills, experience and qualities match the requirements.

Consider how skills, qualifications, work experience and work ethic match the requirements of the job or training course. A person specification will often list the essential and desirable criteria of the attributes and skills required for a specific job role.

Learning Outcome 3: Be able to complete applications for work or training.

3.1   Complete an application form providing the information requested at the level of detail required.

The application form should be completed in full, signed and dated. If additional information such as equality and diversity forms are required, make sure these are also included. Hand writing is acceptable but must be legible. A written statement of how you meet the criteria for a specific job role is often required in job applications. Any written statements must be appropriate to the role or course.

3.2   Check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary.

A computer may be used for spelling, grammar and punctuation checks but language settings must be set to English (UK). Track changes are also a good way of demonstrating amendments. Reading the application out loud several times or asking another person to read it is a good way to see if the sentence structure is appropriate.

3.3   Produce a clearly structured and legible CV which includes relevant information and summarises his/her own experience, qualities and skills.

This must include name, contact details, qualifications and work experience. A suitable structure should be used with appropriate headings. A written statement highlighting skills, qualities or work ethic, interests and specialist knowledge should also be considered.

Learning Outcome 4: Be able to present him/herself at an interview.

4.1   Arrive in good time for an interview.

Consider the time and location of the interview. Plan how you would get to the interview and how long this would take, also consider delays, breakdowns or other potential problems that may arise.

4.2   Use body language, facial expression and tone of voice to indicate positive interest in the position available.

Speak clearly and confidently using appropriate language with regular eye contact. Also consider body language, posture, facial expressions and gestures when in an interview.

4.3 Give responses that provide the information requested in interview questions.

Respond to questions in a professional manner, giving the information requested using correct terminology. Candidates should not be afraid to ask the interviewer to repeat or rephrase the question if they are unsure how to respond.

4.4 Assess his/her own performance at interview, suggesting improvements.

Following an interview, reflect on individual performance in terms of responses to questions and professionalism. Consider how language, posture, timing, confidence and responses could be improved.

Learning Outcome 5: Be able to plan his/her own career path.

5.1 Produce an action plan for future work or training, showing clear objectives and timings for necessary actions.

Consider an action plan in terms of skills, knowledge, training or career aspirations. Identify specific objectives and explain how these will be achieved? SMART (Specific, Measurable, Attainable, Relevant and Timely) targets are a useful tool for developing specific targets with clear deadlines for work or training purposes.

Teaching Strategies and Learning Activities

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.

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.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

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

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Additional Information

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600/8419/4   Page **313** of **751**

Problem Solving in the Workplace

Unit Reference	K/505/1298
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know about problems in the workplace	1.1.	Describe problems that may occur in the workplace
	1.2.	Describe problems that you have encountered in the workplace
2. Be able to identify ways to solve problems in the workplace	2.1	Describe the nature of the problems
	2.2	Prioritise actions to be taken to resolve the problems
	2.3	Identify possible effects and unintended consequences of these actions
3. Know about ways of working collaboratively to solve a problem	3.1	Describe the ways in which issues were communicated
	3.2	Describe ways in which a group came up with a potential solution
	3.3	Outline strategies for solving problems
4. Be able to reflect on the effectiveness of the solution to the problem	4.1	Evaluate the way given problems have been solved
	4.2	Create a list of lessons learned

Problem Solving in the Workplace– K/505/1298 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about problems in the workplace.

1.1   Describe problems that may occur in the workplace.

1.2   Describe problems that you have encountered in the workplace.

Learning Outcome 2: Be able to identify ways to solve problems in the workplace.

2.1   Describe the nature of the problems.

2.2   Prioritise actions to be taken to resolve the problems.

2.3   Identify possible effects and unintended consequences of these actions.

Learning Outcome 3: Know about ways of working collaboratively to solve a problem.

3.1   Describe the ways in which issues were communicated.

3.2   Describe ways in which a group came up with a potential solution.

3.3   Outline strategies for solving problems.

Learning Outcome 4: Be able to reflect on the effectiveness of the solution to the problem.

4.1   Evaluate the way given problems have been solved.

4.2   Create a list of lessons learned.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Reading Strategies

Unit Reference	T/505/5385
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the purpose of a range of texts	1.1. Explain how language is used to achieve a specific purpose 1.2. Evaluate the effectiveness of a text by identifying the techniques used by the author to achieve a purpose 1.3. Trace and understand the main events of continuous descriptive, explanatory and persuasive texts
2. Be able to read critically to evaluate information and ideas	2.1 Distinguish fact and opinion from different sources 2.2 Compare information, ideas, and opinions from different sources 2.3 Describe how vocabulary is used for different purposes
3. Be able to use reading strategies depending on purpose	3.1 Use different reading strategies to find and obtain information 3.2 Identify main points and specific details

4. Be able to use organisational features and systems to locate texts and information	4.1	Use reference materials to find information
	4.2	Select relevant information from different types of sources

	4.3	Use an index system to locate materials by:
		    a) author
		    b) topic

5. Understand vocabulary associated with different types of text	5.1	Interpret 'specialist language'
	5.2	Use reference materials to find the meaning of unfamiliar words
	5.3	Summarise information from large documents

Reading Strategies – T/505/5385 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the purpose of a range of texts.

1.1   Explain how language is used to achieve a specific purpose.

1.2   Evaluate the effectiveness of a text by identifying the techniques used by the author to achieve a purpose.

1.3   Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.

Learning Outcome 2: Be able to read critically to evaluate information and ideas.

2.1   Distinguish fact and opinion from different sources.

2.2   Compare information, ideas, and opinions from different sources.

2.3   Describe how vocabulary is used for different purposes.

Learning Outcome 3: Be able to use reading strategies depending on purpose.

3.1   Use different reading strategies to find and obtain information.

3.2   Identify main points and specific details.

Learning Outcome 4: Be able to use organisational features and systems to locate texts and information.

4.1   Use reference materials to find information.

4.2   Select relevant information from different types of sources.

4.3   Use an index system to locate materials by:
a) author
b) topic

Learning Outcome 5: Understand vocabulary associated with different types of text.

5.1   Interpret 'specialist language'.

5.2   Use reference materials to find the meaning of unfamiliar words.

5.3   Summarise information from large documents.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Recognising Issues of Substance Misuse

Unit Reference	L/505/1262
Level	2
Credit Value	1
Guided Learning	8
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know the difference between legal and illegal substances	1.1.	Explain the difference between a legal and an illegal substance
	1.2.	Describe three different types of substances that may be misused
	1.3.	Describe whether the three types are legal or illegal substances
2. Understand the impact of the use and misuse of substances	2.1	Describe two reasons why people may use substances
	2.2	Give two examples of personal effects of the misuse of substances
	2.3	Give two examples of social effects of the misuse of substances
3. Know some sources of support available relating to misuse of substances	3.1	Describe two organisations that offer support to people who misuse substances
	3.2	Describe the type of support they provide
	3.3	Identify an organisation that can offer help to families of substance misusers
	3.4	Describe how they can support families

Recognising Issues of Substance Abuse – L/505/1262 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the differences between legal and illegal substances.

1.1   Explain the difference between a legal and an illegal substance.

Legal substances include medicines available at a pharmacy; they have undergone significant testing and are considered safe to take; a doctor needs to prescribe them; for example, paracetamol and antibiotics. Illegal drugs are unregulated and classified into three main categories. Under the Misuse of Drugs Act 1971, illegal drugs are divided into Class A, B and C. Penalties are most severe for Class A drugs, for example crack cocaine and heroin, and least severe for Class C drugs, for example khat and anabolic steroids.

Legal substances include those widely available e.g. glue, alcohol, cough medicine.

1.2   Describe three different types of substances that may be misused.

1.3   Describe whether the three types are legal or illegal substances.

Illegal:
- Class A drugs include: heroin (diamorphine), cocaine (including crack), methadone, ecstasy (MDMA), LSD, magic mushrooms
- Class B includes: amphetamines, barbiturates, codeine, cannabis, cathinones (including mephedrone), synthetic cannabinoids
- Class C includes: benzodiazepines (tranquilisers), GHB/GBL, ketamine, anabolic steroids, benzylpiperazines (BZP)
- Illegal drugs include: marijuana, heroin, cocaine, amphetamines, methamphetamines, club drugs
- New Psychoactive Substances include: plant food, bath salts, Nps, Mdat Eric 3, Dimethocaine
- Hallucinogenic drugs include: LSD, Psilocybin (magic

mushrooms), peyote (mescaline), DMT, Ketamine (Special K), PCP (phencyclidine)

Legal:

- Prescription drugs include: stimulants, benzodiazepines, opioid painkillers
- Over the counter drugs include: cough medicine, cold and flu remedies, motion sickness medication
- Alcohol includes: beer, wine, distilled spirits
- Solvents include: fast drying glues and adhesives, assorted paint and petroleum products, lighter fluid, dry-cleaning fluids, assorted aerosol sprays, surgical spirit, cleaner.

Learning Outcome 2: Understand the impact of the use and misuse of substances.

2.1   Describe two reasons why people may use substances.

Peer pressure; to fit in; lack of confidence; low self-esteem; to escape or relax; to relieve boredom; to appear grown up; to experiment; to rebel; to ease pain.

2.2   Give two examples of personal effects of the misuse of substances.

Increase in confidence; boost to self-esteem; negative impact on wellbeing and mental health; affects physical appearance; impact on job role/education/social life; paranoia; effects of taking poor quality substances.

2.3   Give two examples of social effects of the misuse of substances.

Acts as a stimulant, relaxant, depressant; enhances moods; reduces inhibitions; rejection by peer group; exclusion.

Learning Outcome 3: Know some sources of support available relating to misuse of substances.

3.1   Describe two organisations that offer support to people who misuse substances.

Support groups and networks e.g. National Treatment Agency, Addaction, Community for Recovery, Narcotics Anonymous, Cocaine Anonymous, Alcoholics Anonymous; GP surgery; hospitals; treatment centres; criminal justice system: policy, probation services.

3.2   Describe the type of support they provide.

Multi-disciplinary approaches to support; psychopharmacology (drug

therapy); psychological therapies; social support including peers, support groups; inpatient rehabilitation; outpatient treatment programmes; self-help programmes, lifestyle changes; therapeutic community living; the 12 Steps Programme; motivational interviewing; coaching.

3.3   Identify an organisation that can offer help to families of substance misusers.

GP surgery; National Health Service; Adfam; Alcohol Concern; Drinkline; Drugsand.me; DrugWise; FRANK.

3.4   Describe how they can support families.

Information; guidance; signposting to other resources; emotional support; practical guidance; help understanding the issues involved.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. 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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All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Research Skills

Unit Reference	L/504/8202
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

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

Research Skills – L/504/8202 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand different types of research methods and their uses.

1.1   Describe the methodology of research methods.

A selection of research methods, as appropriate to the subject. Quantitative methods of gathering data such as experiments, questionnaires (using yes/no or scaled responses), surveys, observations, use of secondary data from reputable source. Producing, displaying and using data.

Qualitative approaches such as interviews, case studies, content analysis, focus groups or discussion groups, mini open questionnaires, visual techniques, observations, secondary sources (e.g. diaries or other accounts).

Be able to describe an appropriate methodology for a specific piece of research within a named subject area.

1.2   Describe how different methods can be used for research purposes.

Relevance and appropriateness of different methods of research as related to different subjects and topics.

Validity and reliability of particular methods as they relate to the subject. Within one particular subject area, describe how two or more different methods can be used to make the research within that subject more effective or more meaningful.

Learning Outcome 2: Know how to plan a piece of research.

2.1   Describe how to identify research aims for a relevant topic of research.

Aims of research -

Confidentiality and ethics
Issues of consent
Identifying a testable hypothesis

2.2   Describe how to plan a research design model.

Overall design of the research
Relating the design to the topic and the hypothesis
Choice of methodology

Learning Outcome 3: Know how to report on a piece of research.

3.1   Describe how to produce a research report that:

a) Uses a standard format
Relevant headings for the subject, as appropriate for the subject and at level 2 - Introduction, Review of Literature, Methodology, Findings/Results) , Discussion, Conclusion, References, Appendices (if needed).

b) Presents information
Using data, images as appropriate. Different methods of display as relevant (charts, graphs etc). Clarifies findings and clearly distinguishes between own work and that of others.

c) Describes findings in relation to the research aims
Relating findings back to research aim.

3.2   Describe how to use an accepted method of referencing for source material.

Learning Outcome 4: Know how to evaluate a piece of research.

4.1   Describe the process for evaluating the outcomes of research.

Assessing meaning and validity.
Models of evaluation and self-reflection, if relevant.
Any limitations of the study (what could have been done differently).
Understanding the research in relation to other studies, if relevant.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Written description
- Project

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Rights and Responsibilities of Citizenship

Unit Reference	R/504/8847
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about human rights	1.1. Describe basic human rights 1.2. Explain the relevance to society of basic human rights
2. Know about the law in society	2.1 Explain why society needs rules 2.2 For a specific situation explain: a) Why laws are needed b) How laws are made c) How laws are enforced
3. Understand the democratic and electoral process	3.1 Describe the electoral process involved in the following: a) School council elections b) Local elections c) National elections 3.2 Describe the main role and responsibilities of each of the following: a) A school council representative b) A local councillor c) An MP

| 4. Understand rights and responsibilities | 4.1 | Explain the relationship between personal choice and community responsibility |
| | 4.2 | Describe the main functions of organisations that protect the rights of:
a) Consumers
b) Members of a community |

Rights and Responsibilities of Citizenship – R/504/8847 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about human rights.

1.1   Describe basic human rights.

These are the basic human rights and freedoms that belong to everyone. They are based on shared values which are defined and protected by law. In Britain they are protected by The Human Rights Act 1998. There are 5 recognised basic human rights which apply regardless of your beliefs and how you choose to live your life.

The 5 basic rights are, the right to:

- Equality
- Freedom from Discrimination
- Life, Liberty and Personal Security
- Freedom from Slavery
- Freedom for Torture and Degrading Treatment

1.2   Explain the relevance to society of basic human rights.

Basic human rights are based on shared values such as, dignity, fairness, respect, independence and equality. They are relevant to everyone not just those who face repression and mistreatment. They protect you as an individual in many areas of your day-to-day life.

Learning Outcome 2: Know about the law in society.

2.1   Explain why society needs rules.

Rules serve many purposes and functions. There are four principals and purposes in general society which act as a guidepost for individuals, communities and workplaces.
- Establishing Standards
- Maintaining Order
- Resolving Disputes

- Protecting Liberties and Rights

2.2 For a specific situation explain:

a) Why laws are needed
b) How laws are made
c) How laws are enforced

Learning Outcome 3: Understand the democratic and electoral process.

Democratic: The Collins English Dictionary describes democratic as

"A **democratic** country, government, or political system
is governed by representatives who are elected by the people".

"Something that is **democratic** is based on the idea that everyone should
have equal rights and should be involved in making important decisions".

Electoral: The Collins English Dictionary describes democratic as

"Electoral is used to describe things that are connected with elections".

3.1 Describe the electoral process involved in the following:
a) School council elections - Electing Members, Electing Officers
b) Local elections
c) National elections.

There are two main types of electoral systems in the UK.

- First Past the Post FPTP
- Proportional Representation.

There is a set procedure for carrying out elections. When there is a need
for an election the following will need to take place:
- Political Party Campaigns
- Voter Registration
- Polling Day
- Results and forming a government.

3.2 Describe the main role and responsibilities of each of the following:

a) A school council representative
b) A local councillor
c) An MP.

Learning Outcome 4: Understand rights and responsibilities.

4.1   Explain the relationship between personal choice and community responsibility.

Personal choice
Includes the freedom to choose how you lead your life:
- Sexual Orientation
- Religious beliefs
- Personal identity – how you look and dress
- How personal information is held and protected
- Privacy.

Community
Is a group of people who have common interests and values and may include people of different ages, ethnicities, incomes and educational background:
- Family
- Village
- City
- County
- Country.

Community Responsibility
Is an individuals' duty or obligation to the community and includes:
- Co-operation
- Respect
- Participation
- Voting in elections
- Be aware of community problems / issues
- Act as part of the group to resolve issues and problems.

4.2   Describe the main functions of organisations that protect the rights of:
a) Consumers
b) Members of a community

Citizens Advice Bureau
The Citizens Advice Bureau is a charity set up to help consumers and has offices around the UK. It is a place where people can get advice about many different areas of life. You can find out more about their work using the url below.

https://www.citizensadvice.org.uk/about-us/how-citizens-advice-works/citizens-advice-consumer-work/

Neighbourhood Watch
Neighbourhood Watch is a voluntary crime prevention movement which aims to "bring neighbours together to create strong, friendly, active, communities" https://www.ourwatch.org.uk/about-us/

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Sex and Relationships Education

Unit Reference	Y/504/2886
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has eight learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to explain a range of relationships, family lifestyles and sexuality, including awareness of culture and individual differences	1.1. Using examples, explain different types of relationships and sexuality 1.2. Discuss cultural and individual differences that affect relationships and sexuality
2. Know the qualities and attributes that help form individuals' positive consensual relationships	2.1 Explain the qualities and attributes that help people form positive relationships
3. Know that individuals have rights and responsibilities within a relationship	3.1 Provide examples of how the individual's rights and responsibilities are acknowledged within a relationship 3.2 Explain how rights and responsibilities interact within a relationship

4. Know the law in relation to sex and sexuality	4.1 Outline the law(s) relating to age of consent/marriage/cohabitation/abuse
	4.2 Explain how the law can be used to regulate sexual activity
5. Know how the body works in relation to sexual activity	5.1 Describe how the body functions in relation to sexual activity
	5.2 Explain what happens when the body becomes sexually aroused
6. Be able to identify the range and purpose of male and female contraception methods including a knowledge of sexually transmitted infections	6.1 Describe the different methods of contraception
	6.2 Explain which methods protect against sexual transmitted infections
	6.3 Correctly apply a condom to a dummy
7. Know agencies able to give help, advice and treatment on contraception and sexual health	7.1 List a range of agencies to give help and advice on contraception and sexual health
	7.2 Explain what help and advice is available on contraception and sexual health
8. Be able to communicate about sex, sexuality and relationships	8.1 Express own views and ask questions about sex, sexuality and relationships, both individually and in groups
	8.2 Take into account different viewpoints when communicating about sex, sexuality and relationships

Sex and Relationships Education – Y/504/2886 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to explain a range of relationships, family lifestyles and sexuality, including awareness of culture and individual differences.

1.1　Using examples, explain different types of relationships and sexuality.

1.2　Discuss cultural and individual differences that affect relationships and sexuality.

Learning Outcome 2: Know the qualities and attributes that help form individuals' positive consensual relationships.

2.1　Explain the qualities and attributes that help people form positive relationships.

Learning Outcome 3: Know that individuals have rights and responsibilities within a relationship.

3.1　Provide examples of how the individual's rights and responsibilities are acknowledged within a relationship.

3.2　Explain how rights and responsibilities interact within a relationship.

Learning Outcome 4: Know the law in relation to sex and sexuality.

4.1　Outline the law(s) relating to age of consent/marriage/ cohabitation/abuse.

4.2　Explain how the law can be used to regulate sexual activity.

Learning Outcome 5: Know how the body works in relation to sexual activity.

5.1   Describe how the body functions in regards to sexual activity.

5.2   Explain what happens when the body becomes sexually aroused.

Learning Outcome 6: Be able to identify the range and purpose of male and female contraception methods including a knowledge of sexually transmitted infections.

6.1   Describe the different methods of contraception.

6.2   Explain which methods protect against sexually transmitted infections.

6.3   Correctly apply a condom to a dummy.

Learning Outcome 7: Know agencies able to give help, advice and treatment on contraception and sexual health.

7.1   List a range of agencies to give help and advice on contraception and sexual health.

7.2   Explain what help and advice is available on contraception and sexual health.

Learning Outcome 8: Be able to communicate about sex, sexuality and relationships.

8.1   Express own views and ask questions about sex, sexuality and relationships, both individually and in groups.

8.2   Take into account different viewpoints when communicating about sex, sexuality and relationships.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

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Speaking and Listening Skills

Unit Reference	Y/503/3377
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes. The purpose of this unit is to: • Demonstrate learners' speaking and listening skills, including questioning skills • Understand barriers to communication and how these can be overcome • Prepare information for communication in a logical and coherent manner • Encourage and enable others to communicate • Engage in constructive discussion

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to communicate with others	1.1. Use language and tone to respond to a range of situations 1.2. Illustrate actual and potential barriers to effective speaking and listening 1.3. Use strategies to overcome barriers to effective speaking and listening
2. Be able to present information to others	2.1 Select features of effective communication. 2.2 Present information in a logical manner 2.3 Present ideas in a logical manner 2.4 Speak clearly and coherently using appropriate pace and volume

3. Be able to obtain information from others	3.1	Encourage others in a group to speak
	3.2	Create opportunities for listeners to clarify or question information presented
4. Be able to engage in discussion	4.1	Demonstrate the ability to create relevant contributions and help to move discussion forward
	4.2	Assess the need to adapt contributions to discussions to suit audience, context, purpose and situation
	4.3	Use a range of phrases for interruption and change of topic
	4.4	Select evidence to support opinions and arguments
	4.5	Respond to criticism and criticise constructively

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Speaking and Listening Skills – Y/503/3377 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to communicate with others.

This LO is about using appropriate tone and language to communicate with other people, recognising barriers to effective communication and using strategies to overcome them.

1.1   Use language and tone to respond to a range of situations.

Language and tone includes:
- choice of words – 'plain English', appropriate use or avoidance of jargon and technical terms, avoidance of slang terms, clarity in subject and object use in sentences.
- choice of formal or informal tone depending on context, the person being addressed and the situation

1.2   Illustrate actual and potential barriers to effective speaking and listening.

Actual and potential barriers to communication must be recognised and demonstrated. Barriers might include:
Differences in regional, cultural or generational accent, word use and metaphor, differences in comprehension of jargon and technical terms, speech impediments, emotional 'noise' (where emotion leads to different interpretations of the same words), inappropriate or unhelpful body language, lack of planning in presentation of information.

1.3   Use strategies to overcome barriers to effective speaking and listening.

Strategies to overcome barriers might include: the use of 'plain English', avoiding metaphor and cliché that may not be held in common between speaker and listener, explaining or avoiding jargon and technical terms, speaking more slowly, recognising and acknowledging emotional 'noise' in both speaker and listener, being aware of the effect of body language and adopting effective eye contact, appropriate distance between speaker and

listener ('personal space'), gesture, taking time to plan the next sentence, checking out understanding.

Learning Outcome 2: Be able to present information to others.

2.1   Select features of effective communication.

2.2   Present information in a logical manner.

2.3   Present ideas in a logical manner.

2.4   Speak clearly and coherently using appropriate pace and volume.

This LO is about planning, organising and presenting information to other people. Presentations might be formal or informal, to a group or to an individual. Teaching could centre on presenting the features of effective communication (AC2.1, taken from LO1) or a topic of the learner's choice. Whatever the topic for the presentation, the learner should organise both information (facts AC2.2) and ideas (how the learner understands the facts, their opinion on the topic AC2.3) in a logical manner and explain how they arrived at the plan. They should also explain how they considered effective communication techniques (AC2.1) and demonstrate these through speaking clearly and coherently (AC2.4) and with appropriate pace and volume.

Learning Outcome 3: Be able to obtain information from others.

This LO is about finding out information and ideas from other people, including encouraging listeners to ask questions and challenge ideas. Specifically, this must be done in a group setting. The inference from the context of this LO is that the learner has either presented to them OR is facilitating a discussion amongst an audience.

3.1   Encourage others in a group to speak.

3.2   Create opportunities for listeners to clarify or question information presented.

Creating space, using a combination of closed and open questions to elicit contributions, demonstrating that questions and comments are welcome, even if they disagree with the presenter. Consideration can be given to when and whether it is appropriate to call on others by name and when to open up the discussion to volunteer contributions.

Learning Outcome 4: Be able to engage in discussion.

This LO is about the learner engaging in a discussion within a group. They will not necessarily be the leader or facilitator and it may be possible to evidence several learners' achievement within a single discussion, with sufficient planning and preparation.

Topics for the discussion should offer opportunities for debate, disagreement and differing opinions. It will be necessary for the learner not only to contribute to the discussion but also to explain how they chose their contributions and this may be through oral question and answer in a discussion with the group and/or the tutor, as written work is not an option for evidencing this Unit.

4.1   Demonstrate the ability to create relevant contributions and help to move discussion forward.

'Ability to create relevant contribution and help to move the discussion forward' is about sticking to the subject under discussion without digressing into anecdote or repeating previous contributions

4.2   Assess the need to adapt contributions to discussions to suit audience, context, purpose and situation.

'Adapt contributions to discussions' is about keeping contributions relevant to the topic under discussion, whilst keeping the other participants' needs in mind. It might include the efficient use of the time allocated for the discussion.

4.3   Use a range of phrases for interruption and change of topic.

'a range of phrases' might include, summarising contributions of self and others to bring one section of the discussion to a close, suggesting new areas and directions for the discussion, the use of courteous phrases to interrupt or move the discussion forward ('in the interests of time' 'I see we have only 15 minutes left' 'Let's remember to address that another day'

4.4   Select evidence to support opinions and arguments.

'Select evidence to support…' means that the learner should avoid making unsupported statements, instead basing their opinions and arguments on evidence. This might be factual or based on a previous speaker's contribution. For instance, 'I believe, given the results of the survey, that the majority opinion is…' or 'thinking about what you said earlier, I would like to reconsider my position'

4.5   Respond to criticism and criticise constructively.

This AC is about the give and take of opposing views without emotional heat. The learner should accept criticism and disagreement by acknowledging the speaker's opinion and putting forward a reasoned argument of their own. Equally, the learner must demonstrate that they can criticise constructively – that is, in a manner that is forward-looking and that does not antagonise.

It might be useful to evidence this AC through peer feedback and discussion.

Teaching Strategies and Learning Activities

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.

When planning to teach this Unit, consider whether learners will be disadvantaged by anxiety or lack of confidence if a group presentation (as opposed to one-to-one communication) is chosen as evidence for LO2. If done in a group, LO2 and LO3 can be part of the same exercise. If LO2 is done one-to-one, then LO3 and LO4 can be grouped into a single exercise.

The BBC offers ideas on speaking and listening on Skillswise that will be helpful to teachers and learners.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Group discussion

Additional evidence for this unit may include, but is not limited to:
- Oral question and answer
- Role play/simulation

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Stress and Stress Management Techniques

Unit Reference	H/504/8819
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

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

Stress and Stress Management Techniques – H/504/8819 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the term stress.

1.1   Define what stress is.

Answers will broadly state that: 'stress is an individual's adverse response to excessive pressure/expectations/workload or significant life event'

1.2   Identify different types of stress.

Answers may identify 'types' related to: timespan – acute, episodic acute, chronic; how stress impacts the individual – physical, psychological, emotional, nutritional, etc; the circumstances under which stress is experienced – Time stress, Anticipatory stress, Situational stress, Encounter stress (Albrecht); any other valid 'type'. Some detail should be provided on what the definition and symptoms of each type (at least three) are mentioned. At least three types of stress should be identified.

Learning Outcome 2: Be able to recognise signs and symptoms of stress.

2.1   List signs and symptoms of stress that may affect an individual.

Answers may include: sweating, raised blood pressure, raised heart rate, headaches, aches and pains, low energy levels, feeling irritable, light-headedness, over or under eating, problems resting or sleeping, feelings of anxiety, feeling that cannot cope, feelings of depression, any other valid physical or emotional or psychological symptom.

2.2   Relate signs and symptoms of stress to its long term influence on personal health.

Answers may include mention of the symptoms stated in 2.1 but will explore how these symptoms may eventually lead to long term health conditions that impact: the body e.g.: obesity/ severely low BMI, Angina, acid reflux, irritable bowel, linked to some cancers, Chronic Fatigue

Syndrome etc; mental health e.g. depression, anxiety, Post-traumatic stress syndrome etc.

Learning Outcome 3: Know how stress affects health.

3.1   Describe how stress can reduce personal health.

Answers may consider generic symptoms and their impact on an individual's daily life – e.g. panic attacks may result in an individual feeling as though they cannot cope with stressful circumstances. They may eventually decide to avoid socialising resulting in feelings of isolation and depression. Or responses may consider how specific health conditions linked to stress will reduce the quality of health e.g. irritable bowel sufferers are likely to have more aggressive and frequent episodes during stressful periods, this may result in inability to work which places further financial stress on the individual and further health decline.

3.2   Identify conditions and disorders associated with stress.

Answers may include mention of the symptoms stated in 2.1 but can also refer to specific health conditions that impact: the body e.g.: obesity/ severely low BMI, Angina, acid reflux, irritable bowel, linked to some cancers, Chronic Fatigue Syndrome etc; mental health e.g. depression, anxiety, Post-traumatic stress syndrome etc.

Learning Outcome 4: Know about potential causes of stress in everyday life.

4.1   Describe a range of causes of stress in different settings.

Answers may include descriptions of the following - causes related to: work/employment/finances (loss of job, overloaded, not progressing, bullying or harassment, financial difficulties, etc); relationships (divorce, issues with parents, breakdown in relationships, concerns about the welfare of partner/parents/children etc); life events (moving house, weddings, having a baby, changing jobs, bereavement, ill health, exams etc), any other valid cause of stress.

4.2   Assess potential causes of stress in their own lives.

Answers can include any of those listed in 4.1 or other personal causes of stress. The assessment should include some assessment of the impact these may have.

Learning Outcome 5: Be able to design a personal plan to combat stress.

5.1   Explain a limited range of techniques used to manage stress.

Answers should link to specific types of stress and the techniques that will enable effective stress management – for example: An individual who suffers from 'time stresses could set short/mid/term priorities/goals, create timetables, create to-do lists to enable them to manage their time more effectively. Someone prone to feeling anxiety as a result of stress (emotional stress/psychological stress) could practice Mindfulness, meditation, or use a reflective tool (e.g. Driscoll's What, So, What, Now What) to help them rationally consider the outcomes of a stress-inducing event etc.

5.2   Use a range of techniques to manage stress.

Answers should outline what the cause of the stress is, how it impacts the learner, the details of the specific techniques the learner expects to use to manage stress generally and/or in specific situations.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam

- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Practical demonstration
- Group discussion

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

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Additional Information

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Sustainability and the Environment

Unit Reference	M/651/0218
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit will enable learners to understand sustainability and the impact on the environment. There is also a **MANDATORY** requirement to complete a Sustainability Report – See below

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the diverse array of factors influencing the environment in which we live in	1.1. Define the term 'environment' 1.2. Identify and list 5 various environmental factors that impact the environment 1.3. Describe the impact of identified environmental factors on the planet 1.4. Identify sources of environmental data and information 1.5. Explain how sources of data and information can be used in education
2. Be able to recognise signs and symptoms of stress	2.1. Explain the term 'sustainability' 2.2. Describe the 3 main pillars of sustainability 2.3. Describe various factors that influence sustainability 2.4. Describe basic principles and concepts related to sustainability 2.5. Explain barriers to a sustainable future

Mandatory Assignment – Sustainability Report

You should now write a sustainability report containing approximately 500-600 words explaining the short and long term impacts that climate change may or is having on the environment. You report could include any of the following topics.

- Greenhouse gases
- Volcanic activity
- Earth temperature
- Sea levels
- Agricultural impacts
- Water scarcity
- Increase health risk
- Melting ice caps
- Forest fires
- Feedback loops
- Infrastructure vulnerability
- Loss of habitat
- Migration and displacement

Supporting Unit Information

Sustainability and the Environment – M/651/0218 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the diverse array of factors influencing the environment in which we live in.

1.1.   Define the term 'environment'

1.2.   Identify and list 5 various environmental factors that impact the environment

1.3.   Describe the impact of identified environmental factors on the planet

1.4.   Identify sources of environmental data and information

1.5. Explain how sources of data and information can be used in education

Learning Outcome 2: Understand sustainability and different factors that affect it.

2.1. Explain the term 'sustainability'

2.2. Describe the 3 main pillars of sustainability

2.3. Describe various factors that influence sustainability

2.4. Describe basic principles and concepts related to sustainability

2.5. Explain barriers to a sustainable future

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam

- Oral question and answer
- Written description
- Reflective log/diary
- Project
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Team Building Skills

Unit Reference	H/504/8657
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the characteristics of a team leader	1.1. Define the characteristics of team leadership
	1.2. Give examples of leadership characteristics
	1.3. Relate identified leadership characteristics to own organisational context

2. Know about leadership skills/style	2.1	List leadership styles
	2.2	Describe leadership skills that characterise own leadership style
3. Understand team roles and personalities	3.1	Describe different roles within a team
	3.2	Describe different personalities within a team
	3.3	Give examples of the ways in which the dynamic of these roles and personalities can influence the team interactions
4. Know how to set clear objectives for the team	4.1	List a set of team objectives
	4.2	Describe the personal role team members will undertake to meet the identified team objectives
	4.3	Describe the ways in which the team members will be briefed

Team Building Skills – H/504/8657 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the characteristics of a team leader.

1.1   Define the characteristics of team leadership.

'Team Leadership' is characterised by guiding the work of a group of people to meet organisational and group objectives, targets and goals. Typically, the team leader is responsible for the achievement of activities on a day to day basis. The team leader may also have some involvement in setting objectives, targets and goals.

1.2   Give examples of leadership characteristics.

'Leadership Characteristics' may include:
- A working relationship between the leader and members of the team
- A working relationship between the leader and other teams
- A working relationship between the leader and the management team
- Communication of objectives, targets and goals to the team
- Communication of progress to senior managers in the organisation and, where relevant, to other team leaders
- Monitoring achievement of activities and individual targets
- Recognising and resolving difficulties as they arrive
- Acknowledging achievements of team members
- Recognising and communicating with team members when objectives or activities are not achieved.

1.3   Relate identified leadership characteristics to own organisational context.

The learner should take relevant items from the list in AC1.2 and explain how each one relates to their own organisational context. This may include: the reporting structure, how team objectives, targets and goals are set; the format or methods by which they are communicated; how

progress is monitored; how varying levels of achievement are recognised and acknowledged.

Learning Outcome 2: Know about leadership skills/style.

2.1   List leadership styles.

'Leadership Style' means the manner in which the leader communicates with team members to give direction, to acknowledge progress, to correct difficulties.

There are many useful models of 'Leadership Styles'. Here are some of the more straightforward (suitable for Level 2 learners).
- Authoritarian (autocratic, coercive): where the leader tells team members what to do and how to do it. No input or advice is required from team members. This style works well in times of crisis and when team members are inexperienced.
- Participative (democratic, authoritative): where the leader asks for, and takes on board, the thoughts and opinions of team members before reaching a decision. This style works well for teams that have more experience and at times when it is important that the team continues to work well in the absence of the leader.
- Delegative (laissez-faire, affiliative): the leader delegates responsibility for decisions to the team. In this model, the leader will still be responsible for the success, or otherwise, of the activities and will be step in when difficulties arise and cannot be resolved by the team. This works well for groups that are highly motivated and where most members are very experienced. It allows the leader to step away from the details of the activity and take a more strategic view.

The three leadership styles were first identified in research led by Kurt Lewin in 1939 and elaborated by Tannenbaum and Schmidt (1958), who created a continuum of seven (7) leadership styles.

Situational Leadership (Blanchard and Hersey, developed in the 1970s) states that the best results come when leaders adopt different styles according to an analysis of the current situation, including the different skills and motivation of the team members.

McGregor's X-Y theory (1957) of how work and the behaviour of workers is viewed by employers reflects the continuum. In summary, Theory X is that people dislike work and will avoid it if possible. They need to be managed through coercion, control and threats of disciplinary procedures (punishment). People want security and prefer not to make decisions or take responsibility. Theory Y says that work is a natural part of human existence, comparable to play and rest. People are not lazy and will be

self-directed when committed to objectives. People are capable of taking responsibility and using their talents to solve organisational problems. People are motivated by achievement of objectives.

2.2   Describe leadership skills that characterise own leadership style.

The learner will need to identify their preferred (natural) leadership style and the skills required to operate within it. For instance, to be a successful Authoritarian leader requires expertise in each area of the team's work, excellent analysis and planning skills, the ability to give clear and detailed direction. To be a successful Delegative leader requires skills in developing team members to enable them to take on the responsibilities of being self-directed, communication of goals and targets so that the team can plan work, positivity, the ability to recognise the characteristics of team members and the ability to respond to crises when they occur.

There are a number of web-based quizzes and questionnaires that claim to offer insights into a person's natural leadership style.

Learning Outcome 3: Understand team roles and personalities.

3.1   Describe different roles within a team.

The best known model of 'roles' within a team is that of Belbin. Nine different and distinctive 'roles' were identified through research during the 1980s for ICI and Cadbury's Schweppes into how to match individuals to particular jobs (NB: the role of 'Plant' is so called because the researchers put someone into the groups who would suggest 'off the wall' ideas). Each person is a mixture of different Belbin roles and it is not desirable to 'pigeonhole' individuals by always putting, for instance, a 'completer-finisher' into a detailed administrative function. This limits their freedom to develop their other skills and limits the ability of other members of the team to practice precise, detailed work skills.

Each member of the team has a unique personality and the Belbin model attempts to put a useable structure in place to make sense of the work that each one will enjoy (and be good at) most.

3.2   Describe different personalities within a team.

'Personalities' means what the learner understands about the person, based on their behaviours. For instance: someone who behaves impulsively may lack patience; a person who spends a lot of time chatting with other people may be motivated by 'affiliation' (feels that people are more important than anything else).

3.3   Give examples of the ways in which the dynamic of these roles and personalities can influence the team interactions.

'Dynamic of these roles and personalities' means the interaction between members of the team: when they work well together and when conflict may arise. This will depend on both the personality of the person and their preferred ways of working. As an example, in a meeting where a decision is required, someone who focuses on detail may not be able to take a 'broad brush' decision. On the other hand, someone who focuses only on the best possible outcome, an optimist, may take decisions that are reckless or that ignore realities of what is possible. People on these two extremes of the spectrum are likely to find working together difficult when in opposition. On the other hand, they may work very well together when each has their role to play.

Learning Outcome 4: Know how to set clear objectives for the team.

Note: Teachers can use learning activities to support the achievement for learners who are not currently in a leadership role.

4.1   List a set of team objectives.

'Team Objectives' will be the targets, goals, outputs or purpose of a team. 'A set' implies more than one and that they should be related to each other.

4.2   Describe the personal role team members will undertake to meet the identified team objectives.

Objectives from AC4.1 will be broken into actions and activities. The learner may identify the personal role for each team member by reference to their identified personality characteristics (AC3.2) or by their actual job description.

4.3   Describe the ways in which the team members will be briefed.

The learner must describe different methods to brief the team (e.g., in one-to-one meetings, through team meetings, in writing) and include a reflection on the best manner of communication (e.g., directive, facilitative, coaching) to communicate the objectives and roles, bearing in mind their own leadership style and the personality and preferred role of the team member.

Teaching Strategies and Learning Activities

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Methods of Assessment

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

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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Additional Information

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Teamwork Skills

Unit Reference	L/504/8877
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Be able to contribute to the setting of team and individual goals	1.1.	Identify the team's goals
	1.2.	Describe the process involved in planning and deciding the team's goals
2. Understand own and others' responsibilities in achieving the team's goals	2.1	Organise own activities effectively within the agreed goals of the team
	2.2	Provide information detailing own and other team members' responsibilities
3. Be able to plan and undertake team activities	3.1	Plan activities that enable the team to reach its goals
	3.2	Identify own responsibilities towards the team in relation to the plan
	3.3	Carry out own responsibilities
	3.4	Contribute to the successful completion of the team activities
4. Be able to review the team activities	4.1	Feedback on own actions in relation to the overall team activities
	4.2	Describe different team members' contributions

Teamwork Skills – L/504/8877 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to contribute to the setting of team and individual goals.

1.1   Identify the team's goals.

'Team goals' means the outcome of tasks undertaken by the team. Depending on the organisation, these may be expressed as KPIs (Key Performance Indicators) or as Targets.

Each team will have objectives set by the organisation, to which the team members may have contributed during the Business Planning process. Team goals will have a close relationship to Business objectives and that relationship should be identifiable. For instance: the team may be targeted to produce a particular number of items, contributing to the overall target set during Business Planning; the team may be targeted to achieve or exceed a particular level of customer satisfaction, based on customer feedback, and this will be the level identified, during Business Planning, as acceptable to the Business; the team may be targeted to undertake a certain number of events that have been determined, during Business Planning, to be the level of activity that will produce a target income or level of customer interaction.

1.2   Describe the process involved in planning and deciding the team's goals.

The usual business process is for senior managers (private companies), shareholders (represented by the Board for publicly quoted companies) or the Trustees (charities) to decide on the overall targets for the business. These are usually based on Mission and Objectives (not-for-profit organisations), income (profit-making companies). These overall targets are broken into the activities required to produce each target and activities are then interpreted into team (or department) goals.

Depending on the organisation, teams may have some input into their goals and the activities required to achieve them. Individuals within the

team will have their own responsibilities within these activities and may also have their own targets (KPIs). Individual targets may be based on activity (deadlines, for instance) or on outputs (numbers of product, number of sales, income).

Learning Outcome 2: Understand own and others' responsibilities in achieving the team's goals.

2.1   Organise own activities effectively within the agreed goals of the team.

It will be the individual's responsibility, usually with the direction or support of a team leader, supervisor or line manager, to achieve the targets set for them. Team members often have considerable freedom to organise their own activity and this AC asks learners to explain how they do this effectively, with reference to the team's goals. Explanations might include how the learner approaches planning their work, how they monitor achievement and how they review 'effectiveness'.

2.2   Provide information detailing own and other team members' responsibilities.

Each individual within a team will have their own responsibilities. The learner should identify the team members (including the team leader) Describe, in detail, what each member of the team does and their responsibilities (including the learner's own).

Learning Outcome 3: Be able to plan and undertake team activities.

Note: This learning outcome is best achieved in respect of a short-term plan and activities: for instance, a single event or a short period of time.

3.1   Plan activities that enable the team to reach its goals.

'Plan activities' will be based on participation in a team planning process.

3.2   Identify own responsibilities towards the team in relation to the plan.

The learner's 'own responsibilities towards the team' may be their 'share' of the work involved and/or what they will do to support other members of the team.

3.3   Carry out own responsibilities.

'Carry out' requires the learner to actually do the activities identified in

AC3.2. Evidence may come from their own report and/or witness statements from team members or their line manager.

3.4   Contribute to the successful completion of the team activities.

'Contribute' is asking how the learner's activities have supported other members of the team. For instance, they may have stepped in to cover absence of a team member, given information and support, hit deadlines that enabled another team member to achieve their activities.

Learning Outcome 4: Be able to review the team activities.

4.1   Feedback on own actions in relation to the overall team activities.

'Feedback' means summarise their own role, success and challenges in achieving their responsibilities for the plan described in LO3.

4.2   Describe different team members' contributions.

This requires the learner to describe the contribution made by other members of the team. The learner should be able to relate the contribution made by each member of the team to the achievement of the plan, recognising their successes and challenges.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
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Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Report
- Oral question and answer
- Written description
- Group discussion

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The Sociology of Health

Unit Reference	D/504/9709
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

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

The Sociology of Health – D/504/9709 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand differing definitions of the concept of health.

1.1   Describe the differences between biomedical and social conceptions of health.

Answers will broadly express the following: Biomedical model focuses on the physical and biological causes and treatment of illness and diseases. Medical treatment is undertaken by doctors and other health professionals. Conversely, a social conception of health look at wider determinates that effect health such as environmental, economic and social aspects. The social conception of health explores how prevention of health issues can occur by addressing detrimental social, environment and economic issues. The social model involves a wider range of individuals and organisations

Learning Outcome 2: Be able to appreciate competing sociological approaches to the concept of mental illness.

2.1   Outline the views on mental illness offered by the approaches of:

a) Social Realism - Answers will broadly cover the following: Mental illnesses may not be universally recognised but they do exist. There are recognisable factors that cause and influence mental ill health and conditions require treatment. There are biomedical causes of mental health and these require medical treatment and there are social causes of mental ill-health which need to be addressed by external agents. Quantitative research is undertaken to draw out empirical causes of ill-health within individuals and groups and to measure effective treatments (medically and on wider social level).

b) Social Constructionism - Answers will broadly cover the following: mental illnesses are 'constructions'. What is viewed to be a mental illness changes over time and reflects cultural and social shifts. Treatment of diseases/illnesses also changes over time and there may be contested

views amongst medical professionals as to what constitutes a mental illness. There are also social expectations as to how someone should behave when they are mentally ill and how they should be treated medically and within society (The Sick Role). Constructionists are more concerned about how mental health designations reflect broader social concerns than on treatment of individuals/ groups. Theorist that could be considered are Browne and Friedson.

c) Labelling Theorists - Answers will broadly cover the following: Health professionals must reach a universal definition of mental ill-health to recognise that there is cause for treatment. Once labelled as having a mental health condition an individual is viable for treatment to become better. Once labelled the individual is more likely to adopt expected behaviors of the illness and health professionals and members of society are more likely to treat them with respect. Labelling designates a-typical behaviors (which might otherwise be attributed to deviance) to sickness. Theorists that could be considered are Goffmann and Rosenhan.

Learning Outcome 3: Understand sociological views on the role of medical professionals.

3.1   Explain sociological views on the role of medical professionals in society.

Answers should focus on at least three views on medical professionals in society. For example, Marxist sociologists may view the role of medical professionals as agents in maintaining the class system by using disability designations to identify which members of society are reasonably in receipt of welfare and those who are deemed to be burdens on society.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

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Evidence of Achievement

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Understanding Conflict Resolution

Unit Reference	L/505/5098
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand factors that contribute to conflict	1.1. Describe what is meant by conflict 1.2. Describe why conflicts form and the outcomes of unresolved conflict
2. Understand the different responses to conflict	2.1 Describe a conflict situation and identify different ways the conflict could have been dealt with and their possible outcomes
3. Understand how communication styles can affect a conflict situation	3.1 Describe a range of techniques to aid effective communication in a conflict situation 3.2 Compare the effect different communication styles have on conflict
4. Understand what conflict resolution entails	4.1 Describe the different stages of conflict resolution 4.2 Identify possible win-win outcomes of conflict

5. Understand the role of a third party in resolving conflict	5.1	Describe the role of a mediator
	5.2	Describe situations where intervention by a third party may be effective
	5.3	Describe how a mediator can deal with challenging behaviours

Understanding Conflict Resolution – L/505/5098 – Level 2

Indicative Content

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Learning Outcome 1: Understand factors that contribute to conflict.

1.1   Describe what is meant by conflict.

'Conflict' is a situation where the needs, desires, goals or values of different people (or groups of people) interfere with each other.

1.2   Describe why conflicts form and the outcomes of unresolved conflict.

Different causes of conflict include:
•   Conflicts of interest
•   Instrumental conflicts
•   Personal or relational conflicts

Conflict is often the result of a misconception or misunderstanding about the other's position.

Unresolved conflict is costly for:
•   People, who may be left with psychological scars and profound distrust of other groups.
•   Society, as the consequences of unresolved conflict have to be managed.
•   Organisations, which spend valuable time attempting to resolve the issues or to manage around them.

Learning Outcome 2: Understand the different responses to conflict.

2.1   Describe a conflict situation and identify different ways the conflict could have been dealt with and their possible outcomes.

Conflict situations could be any from AC1.1 and the learner will need to describe the conflict fully.

Different ways to deal with conflict:
- Allow the parties to compete until one is victorious (win/lose)
- Collaboration – a negotiated solution in which both parties get what they want (win-win)
- Compromise – a negotiated solution in which both parties lose something
- Ignore or deny that the conflict is real
- Address the behaviours without looking at the cause of the conflict (smoothing it over)

Learning Outcome 3: Understand how communication styles can affect a conflict situation.

3.1   Describe a range of techniques to aid effective communication in a conflict situation.

Active listening, effective questioning (in particular, the use of open and probing questions) facilitation and negotiation are all essential techniques:
The first step in resolving conflict is to find out the root cause and the most common cause of conflict is a lack of understanding between the parties.

3.2   Compare the effect different communication styles have on conflict.

Five communication styles are:
- Aggressive – using forceful or threatening communication to intimidate the other party into acceding
- Assertive – stating own position clearly and unambiguously and listening to the other party's position with the intention of completely understanding the situation
- Passive – giving in to the other party without argument whilst feeling that there is no real resolution
- Passive-aggressive – appearing to give in whilst behaving aggressively when out of sight. For instance, agreeing to a solution proposed by the other party but complaining about it to everyone else.
- Manipulative – using 'emotional blackmail' to get their way

Learning Outcome 4: Understand what conflict resolution entails.

4.1   Describe the different stages of conflict resolution.

Stages of conflict resolution:
1. Identify the immediate cause
2. Investigate the root source (why conflict resulted rather than the problem being amicably resolved)

3.   Ask the parties for solutions to the conflict ('how can you make the situation better between you?')
4.   Identify solutions that satisfy both parties – this may be a negotiated settlement
5.   Agreement, which may include ways to resolve conflict that arises in the future

4.2   Identify possible win-win outcomes of conflict.

'Win-win' outcomes are those that satisfy both parties (see AC2.1).

Learning Outcome 5: Understand the role of a third party in resolving conflict.

5.1   Describe the role of a mediator.

The role of the mediator is to facilitate the stages of conflict resolution (AC4.1) and not to decide the outcome. The mediator may act as 'interpreter' so that both parties understand the position of the other.

5.2   Describe situations where intervention by a third party may be effective.

Third party intervention will be beneficial when the disputants are not able to communicate effectively. This may be due to the nature of the conflict, especially when emotions are running high in relational conflict, or because positions have become entrenched over time.

5.3   Describe how a mediator can deal with challenging behaviours.

Techniques and strategies for handling challenging behaviours depends on the situation and context.

Mediators are trained not to take challenges personally and this involves changing your response to them, since you can't change the behaviour. Assertive communication is essential

Mediators will usually have agreed 'ground rules' with the disputants and these can be called on when behaviour violates them.

Open questions about the behaviour can be effective in that the disputant may then recognise that their behaviour is unacceptable.

Find the positives in the behaviour 'you obviously care very much about this' 'feel passionate about…'
Focus on the future 'this may have happened in the past but it doesn't have to happen in the future'.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.
All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Version 2.2   600/8476/5,
600/8478/9, 600/8411/X, 600/8410/8,
600/8412/1, 600/8413/3, 600/8418/2
600/8419/4   Page **380** of **751**

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Understanding Diversity within Society

Unit Reference	F/504/8505
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what is meant by 'Diversity in Society'	1.1. Explain what is meant by the term 'diversity' 1.2. Distinguish between a ranges of diverse groups
2. Know about diverse social groups and their practices	2.1 Describe examples of how groups may differ from one another, for example, religious beliefs and cultural practices 2.2 Describe different practices in relation to the above, for example, food, drink, clothes, festivals and relationships 2.3 Relate different practices to the underlying values/beliefs/history of the groups
3. Be able to identify similarities between diverse groups	3.1 Describe similarities across a range of different groups
4. Understand the importance of respecting	4.1 Describe a range of examples illustrating a lack of tolerance of diverse groups within society

diversity in a tolerant society	4.2	Describe why it is important to respect diversity in terms of tolerance
5. Be able to recognise the contributions of diverse groups to society	5.1	Define the term 'diverse society'
	5.2	Describe the contributions of different groups/individuals to society
	5.3	Explain the advantages of living in a diverse society

Supporting Unit Information

Understanding Diversity within Society – F/504/8505 – Level 2.

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand what is meant by 'Diversity in Society'.

1.1   Explain what is meant by the term 'diversity'.

1.2   Distinguish between a ranges of diverse groups.

Learning Outcome 2: Know about diverse social groups and their practices.

2.1   Describe examples of how groups may differ from one another, for example, religious beliefs and cultural practices.

2.2   Describe different practices in relation to the above, for example, food, drink, clothes, festivals and relationships.

2.3   Relate different practices to the underlying values/beliefs/history of the groups.

Learning Outcome 3: Be able to identify similarities between diverse groups.

3.1   Describe similarities across a range of different groups.

Learning Outcome 4: Understand the importance of respecting diversity in a tolerant society.

4.1   Describe a range of examples illustrating a lack of tolerance of diverse groups within society.

4.2   Describe why it is important to respect diversity in terms of tolerance.

Learning Outcome 5: Be able to recognise the contributions of diverse groups to society.

5.1   Define the term 'diverse society'.

5.2   Describe the contributions of different groups/individuals to society.

5.3   Explain the advantages of living in a diverse society.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case Study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Version 2.2
600/8476/5,
600/8478/9, 600/8411/X, 600/8410/8,
600/8412/1, 600/8413/3, 600/8418/2
600/8419/4
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Understanding Team Motivation

Unit Reference	F/505/8676
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand that there is a range of motivating factors	1.1.	Describe three different things that motivate people
2. Understand how different motivating factors impact on the work of a team	2.1	Identify and describe the impact of the different motivating factors that operate in his/her team
	2.2	Describe, in each case, the impact of the motivating factors on his/her team
3. Understand the importance of acknowledging the needs of others	3.1	Describe how he/she ensures his/her tolerance and acceptance of the needs of others in his/her workplace
4. Understand the impact of lack of motivation in individuals	4.1	Explain the impact on a team/organisation of a lack of motivation on the part of individuals

Understanding Team Motivation – F/505/8676 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand that there is a range of motivating factors.

1.1   Describe three different things that motivate people.

The word 'motive' is closely associated with 'motivation' and the two are sometimes treated as synonyms, though 'motive' is the direct cause of an action and 'motivation' is a cause that is not immediately obvious – including to the person themselves.

Motivation is an internal 'driver' that is necessary for people to want to do things, though everyone does things despite a lack of motivation. Other ways of describing motivation are: needs, desires, wants or drives. Generally, things that we are motivated to do are those that we enjoy and want to do more of. Motivation may be enhanced by the things that other people do, but cannot be 'given'.

Research (Maslow, Herzberg, Adams, McLelland) identify key motivators as:
- Working towards an achievement
- Being valued by others
- An area of responsibility in which we want to do well
- Competition with others
- Power or authority over others
- Affiliation (the desire to get on well with other people)

These are not the only motivators, but it should be noted that money is not a motivator, though we may be motivated by what we believe money can buy: for instance, a home of our own contributes to several of the key motivators in the list.

It will be relatively easy for learners to say what they enjoy doing and this is a way into understanding their own motivators. For instance, they may gain a sense of achievement from activities such as cleaning, ironing, mowing the lawn. Learners who identify this key motivator will be motivated by other activities in which they get a sense of achievement.

Similarly, learners who enjoy competitive games may be motivated to work harder when a scoring system is introduced.

Learning Outcome 2: Understand how different motivating factors impact on the work of a team.

2.1 Identify and describe the impact of the different motivating factors that operate in his/her team.

Motivators will be any from the list in AC1.1. The learner may identify the activity each individual enjoys and those should be linked to the underlying motivator.

Examples:
- Someone who enjoys creative activities may have the underlying motivator of achievement and/or (if someone else also enjoys creative activities) competition.
- Someone who likes to make sure a group task is completely finished has an underlying motivator or achievement and/or responsibility.

2.2 Describe, in each case, the impact of the motivating factors on his/her team.

The learner should be able to describe: how different motivators act on the work that people want to do and how they differ; any areas of conflict that arise when people are not motivated by their role or want to do a role that is already given to someone else; how the achievement of the team is enhanced when people are in roles that they are motivated to do.

Learning Outcome 3: Understand the importance of acknowledging the needs of others.

3.1 Describe how he/she ensures his/her tolerance and acceptance of the needs of others in his/her workplace.

'Tolerance' and 'acceptance' have slightly different meanings and this should be acknowledged. 'Tolerance' is 'the quality of allowing other people to say and do as they like, even if you do not agree or approve of it'. Acceptance is a more positive feeling that you cannot change it and must get used to it. Generally speaking, tolerance is followed by acceptance. When it is not, feelings of frustration affect relationships.

Learning Outcome 4: Understand the impact of lack of motivation in individuals.

4.1 Explain the impact on a team/organisation of a lack of motivation on the part of individuals.

Lack of motivation results in a reluctance to do a task or undertake an activity. Over time, this can lead to stress and depression and these states of mind are known to inhibit motivation, which may mean that activities the individual enjoyed are neglected. Other behaviours associated with lack of motivation are procrastination and disruptive behaviour, which will impact on the team and the organisation. In particular, learners may wish to consider the additional time and effort required to compensate for the behaviour of unmotivated individuals and the extent to which all these factors impact on achievement of objectives and goals.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Group discussion

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Additional Information

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Using Calculation

Unit Reference	T/505/4026
Level	2
Credit Value	2
Guided Learning	16
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to order positive numbers of any size including numbers with up to three decimal places	1.1 Identify place value of numbers of any size, including numbers with up to three decimal places 1.3. Order whole numbers of any size 1.4. Order numbers with up to three decimal places
2. Understand negative numbers	2.1 Identify negative numbers in context 2.2 Order a set of data including positive and negative numbers

3. Be able to calculate with whole numbers of any size and numbers with up to three decimal places	3.1 Complete calculations with whole numbers and numbers with up to three decimal places using efficient written methods:
	    a) addition
	    b) subtraction
	    c) multiplication
	    d) division

4. Understand multiples and factors	4.1 Identify multiples and factors in relation to whole number multiplication and division 4.2 Explain what prime numbers are

| 5. Be able to check answers | 5.1 | Estimate to check that answers are reasonable using approximate number calculations |
| | 5.2 | Check that answers are reasonable using knowledge of content |

Using Calculations – T/505/4026 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to order positive numbers of any size including numbers with up to three decimal places.

1.1   Identify place value of numbers of any size, including numbers with up to three decimal places.

1.2   Order whole numbers of any size.

1.3   Order numbers with up to three decimal places.

Learning Outcome 2: Understand negative numbers.

2.1   Identify negative numbers in context.

2.2   Order a set of data including positive and negative numbers.

Learning Outcome 3: Be able to calculate with whole numbers of any size and numbers with up to three decimal places.

3.1   Complete calculations with whole numbers and numbers with up to three decimal places using efficient written methods:
         a) addition
         b) subtraction
         c) multiplication
         d) division

Learning Outcome 4: Understand multiples and factors.

4.1   Identify multiples and factors in relation to whole number multiplication and division.

4.2   Explain what prime numbers are.

Learning Outcome 5: Be able to check answers.

5.1 Estimate to check that answers are reasonable using approximate number calculations.

5.2 Check that answers are reasonable using knowledge of content.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Work Experience

Unit Reference	J/505/5830
Level	2
Credit Value	1
Guided Learning	8
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the business of the organisation and requirements of own role	1.1. Explain the main business of the organisation where the work experience will take place 1.2. Describe own role and its place in the organisational structure 1.3. Identify learning targets for the work experience
2. Be able to follow workplace procedures	2.1 Assess the importance of agreed workplace dress code 2.2 Describe a workplace health and safety procedure 2.3 Describe why it is important to follow it. 2.4 Perform a task without direction according to agreed standards and timescales, adhering to workplace procedures
3. Be able to identify what was learnt from the work experience	3.1 Assess whether learning targets were met 3.2 Explain how work experience may influence future employment choices

Work Experience – J/505/5830 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the business of the organisation and requirements of own role.

1.1   Explain the main business of the organisation where the work experience will take place.

'Main business' will be what the organisation does: produces or sells, depending on the nature of the organisation and, for a voluntary organisation, this might include their Mission statement. The learner should know whether this is a profit-making company or a non-profit-making company (charity or Social Enterprise).
Example: Henry Boot is a profit-making construction company. Its main activities are building commercial and domestic properties and managing property.

*NB the future tense of this AC 'will take place' implies that the learner has been familiarised with the requirements of this Unit before starting on the work placement. At Level 2, the ideal scenario for this Unit is that the learner gathers evidence as the work placement progresses.

1.2   Describe own role and its place in the organisational structure.

The learner should know what an organisation chart represents and briefly outline (describe) the management structure of the organisation within this AC, including their own role.

Example: Henry Boot's management team is headed up by a Board of Directors who represent shareholders. Then there is a group of senior managers who work across all the different subsidiaries of the company. Each part of the organisation has a separate management team. The managers in the section I work in are responsible for… and my role reports to… On a day-to-day basis, I do…'

1.3   Identify learning targets for the work experience.

The learner is able to set their own learning goals for the work experience placement.
These should be expressed as SMART goals:
- Specific
- Measurable
- Achievable
- Relevant/Realistic
- Timetabled

Example:
I will be on work experience placement for two weeks
By the end of week one, I will:
- Find out about workplace health and safety procedures and be able to describe what to do in the case of an emergency
- Be able to do at least two elements of my role without direction

By the end of week two, I will:
- Know the structure of the organisation and be able to describe how my role contributes to its success
- Complete at least three tasks to a deadline and to required standards

Learning Outcome 2: Be able to follow workplace procedures.

2.1   Assess the importance of agreed workplace dress code.

Reasons for a dress code might include health and safety, organisational 'culture' (how the organisation wishes the public to perceive them), practicalities like standing all day (shoes) or needing to bend or reach for tall items, hygiene.

For this AC, the learner must 'assess the importance' of a dress code in the workplace. They are not required to justify the existing dress code but they should be able to make a case for dress codes in general as well as against them.

2.2   Describe a workplace health and safety procedure.

Health and Safety procedures may include: evacuation in the case of fire; the use of protective clothing; First Aid reporting in the case of injury; workstation posture checks; signing in and out of the workplace; checks when using potentially hazardous equipment (e.g., working at height); food safety checks of fridge temperature and cleaning food surfaces.
The learner must choose one procedure to describe.

2.3   Describe why it is important to follow it.

Based on AC2.2, the learner must explain the importance of following the health and safety procedure. This might be achieved by describing the potential consequences of not doing so.

2.4   Perform a task without direction according to agreed standards and timescales, adhering to workplace procedures.

The learner is required to perform one task to this standard. However, it is important that the chosen task is deadlined and that the 'agreed standard' is defined. This will be evidenced though Practical Demonstration and a Witness or Tutor Testimony will support the learner's own account. The learner must be able to do this task on their own (without direction) to provide evidence for this AC and it must, therefore, be a task that is familiar to them.

Tasks might include: typing up meeting minutes to an agreed template or format, with minimal spelling errors and completing it within the required timescale; laying a course of brickwork, straight and with correct pointing, within the time set by the supervisor; cleaning fridges using the correct cleaner and protective clothing and completing it within the set timescale.

Learning Outcome 3: Be able to identify what was learnt from the work experience.

3.1   Assess whether learning targets were met.

The learner must revisit their initial learning targets and assess the extent to which these were met. There is no inference that the learner will have met all their targets but they must be able to define success and where they fell short of the target.

3.2   Explain how work experience may influence future employment choices.

For this AC, the learner should review their experience and might include: achievement of tasks; workplace relationships; the extent to which they enjoyed the work role; the nature of the organisation. Following on from this review, the learner should draw conclusions about positive and negative influences on future employment choices. For instance: the learner may have enjoyed the tasks but dislike working in a large open office. This would influence the learner to seek similar work in a smaller office.

Teaching Strategies and Learning Activities

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.

As always, learning activities do not have to be limited to the knowledge required to achieve the Unit and might include role play, group discussion, projects and presentations. However, it is important to remember that the Unit is 1 Credit (8 Guided Learning) and gather evidence during the learning activities or during the work placement where possible, remembering to ensure evidence is authentic.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Reflective log/diary

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Writing for Meaning Skills

Unit Reference	J/503/3391
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify the purpose in a piece of writing	1.1. Use a variety of literary techniques to help interpret the purpose of texts 1.2. Use a variety of literary techniques to help interpret the meaning of texts
2. Be able to use different writing styles	2.1 Use a range of different styles of writing for different purposes
3. Understand the format of a piece of Writing	3.1 Use a variety of formats of writing 3.2 Apply structure to a piece of writing to meet the intended purpose 3.3 Use paragraphs in a sustained piece of work 3.4 Use format to convey feelings, ideas and experiences in pieces of writing
4. Use writing in order to communicate	4.1 Demonstrate a logical development of ideas 4.2 Use a variety of sentence constructions 4.3 Write coherently and fluently, using varied vocabulary

	4.4	Use a range of strategies to convey a message
	4.5	Use images to support writing
5. Know how to plan a piece of writing	5.1	Use a range of planning techniques
	5.2	Develop a detailed plan for a piece of writing
	5.3	Describe the development stages of own writing
6. Understand the process of drafting a piece of writing	6.1	Produce first drafts of writing
	6.2	Demonstrate the need to edit a draft
	6.3	Use proof reading techniques
	6.4	Produce a final copy

Writing for Meaning Skills – J/503/3391– Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify the purpose in a piece of writing.

1.1   Use a variety of literary techniques to help interpret the purpose of texts.

1.2   Use a variety of literary techniques to help interpret the meaning of texts.

'Literary techniques' or 'literary devices' are ways authors enhance the meaning of their work. By analysing these, we can deduce the purpose and meaning intended by the author. AC1.1 is about purpose and AC1.2 is about meaning.

Genre may include fiction, persuasive text, instruction or direction. The most common literary techniques used in fiction, and the ones suitable for this level, are:
- Simile – comparing one thing directly to another 'Her needlework was as fine as a spider's web'
- Metaphor – the use of one thing to represent another, with additional connotations. 'The autumn of his years' (meaning old age)
- Hyperbole – over-exaggeration for effect. 'The shopping centre heaved with people'
- Personification – a metaphor attributing human characteristics to an object. 'The moon peeked shyly over the roof tops'
- Pathetic fallacy – the attribution of an emotion to objects or a setting (often the weather) that reflects the subject's feelings. 'My teddy bear is sad when the other toys leave him out of their games' 'The sky lowered threateningly as I hurried to shelter'
- Onomatopoeia – words that sound like their meaning, used to heighten the reader's engagement: 'crack' 'crunch' 'thud' 'tickle' are examples and there are many more.
- Allusion – referring to another event or character within the work (or body of work) of the author or within other sources –

most commonly the Bible and Shakespeare. For instance, calling a character a 'good Samaritan' should recall the New Testament proverb of the man who went out of his way to help someone. The risk is that the reader will not know the original source.

- Diction – this refers to the specific choice of words made by the author from the available options. Worker, employee, staff member are all ways to describe one sort of person but they have some additional connotations that an author might wish to evoke.
- Emotive language – heightened language intended to tell the reader how they should feel, or how the subject feels. 'He sobbed uncontrollably, his heart breaking, when he saw the hideous sight'
- Oxymoron – the use of contradictory terms for emphasis or ironic effect. 'The battle for peace' 'A deafening silence'

Additional literary devices are used in factual and persuasive text:

- Imperative – a command rather than a suggestion 'Take piece A and combine with pieces B and C into a triangle' 'Pay attention!' 'Try this product now'
- Rhetorical question – a question asked for effect and not expecting an answer 'Can you imagine how she felt when she discovered she had won the prize?' 'What could possibly go wrong?'
- Flattery – complimenting the reader 'A person of your intelligence will readily understand the benefits'
- Opinion – a personal viewpoint often expressed as fact 'There is no doubt that whales have emotions'
- Personal pronouns – 'I' 'you' 'we' 'they' can be used effectively in persuasive text
- Triples – often used in speeches for emphasis and rhythm 'blood, sweat and tears' 'your school, your family and yourself'.

Learning Outcome 2: Be able to use different writing styles.

2.1   Use a range of different styles of writing for different purposes.

This AC requires the learner to write in different styles. Styles may be formal or informal or technical, persuasive or instructional and should match the intended purpose and audience. For instance, the use of contractions (two words put together with an apostrophe marking the omitted letter/s – 'do not' and 'don't', for instance) should be limited to informal writing. Though the boundaries are blurred in modern writing, instructions will never include contractions. Formal writing is often in the third person ('the reader will note the importance of…' rather than the informal 'you may note the importance of…'). The learner should also

know where to use imperatives ('Take the bus to the station' rather than 'You can take the bus to the station'). Slang, figures of speech, broken syntax (e.g., dangling participles and prepositions, split infinitives 'to boldly go…') are all used in informal writing, provided that the meaning is clear, but seldom in formal writing.

Instructions and directions will be concise, with little detail, but may include charts or illustrations. Creative writing will have more detail, including the use of adjectives and adverbs and the literary devices listed in LO1.

Learning Outcome 3: Understand the format of a piece of Writing.

3.1   Use a variety of formats of writing**.**

Format is the type of writing. For instance: a blog, letter, diary, newspaper article, report. The learner will need to use a 'variety' – that is, more than three different formats – and each has their own style and literary devices (see LO1 for a list), depending on whether they are descriptive, persuasive, narrative, expository (explanation or information).

3.1 Apply structure to a piece of writing to meet the intended purpose.

'Structure' depends on the format of the writing, but may include Introduction, Body Text, Conclusion or Summary. A newspaper article begins with a single sentence summarising the content of the article. A formal letter has a fixed structure that includes where addresses are placed, salutations and signoffs, alignment of paragraphs, depending on whether it is handwritten or word-processed.

3.3   Use paragraphs in a sustained piece of work.

'A sustained piece of work' will be at least 800 words. Paragraphs should be broken at logical points.

3.4   Use format to convey feelings, ideas and experiences in pieces of writing.

The plural 'pieces' indicates that the learner must produce more than one piece of work: three would be sufficient. 'feelings, ideas and experiences' and evidence for this AC may be combined with AC3.1 and include the writing produced in LO4.

Learning Outcome 4: Use writing in order to communicate.

4.1   Demonstrate a logical development of Ideas.

'Logical development of ideas' may include, for instance, stating two different points of view before summarising own position and reasons for adopting it; in creative writing, the learner may develop a descriptive passage about the environment before focusing on the character/s.

4.2   Use a variety of sentence constructions.

'Sentence constructions' includes Simple Sentences, Compound Sentences, Complex Sentences. A simple sentence contains only one independent clause with one or more subjects and a verb 'Mary had a little lamb', 'My sister and I like to go swimming'. A compound sentence contains at least two independent clauses, usually joined by a conjunction (for, and, nor, but, or, yet, so) or a comma. 'Mary had a little lamb, its fleece was white as snow' 'My sister and I like to go swimming but we prefer different styles'. A complex sentence has an independent clause and a subordinate clause – that is, a clause that does not make complete sense on its own. 'Mary had a little lamb whom she greatly loved' 'My sister and I like to go swimming, though not together'.

4.3   Write coherently and fluently, using varied vocabulary.

'Coherently and fluently' means that the learner's writing should make complete sense and flow. 'Varied vocabulary' encourages a wide vocabulary and the use of a thesaurus will support the learner to achieve this.

4.4   Use a range of strategies to convey a message.

'A range of strategies' – see LO1 for different common strategies.

4.5   Use images to support writing.

'Images' may be similes or metaphors or a powerful use of imaginative adjectives and adverbs. It does not mean pictures.

Learning Outcome 5: Know how to plan a piece of writing.

5.1   Use a range of planning techniques.

'Planning techniques' may include scaffolding, spidergrams, flowcharts, templates, tables. A 'range' indicates at least three different planning techniques must be demonstrated, though they may not be detailed.

5.2   Develop a detailed plan for a piece of writing.

Only one 'detailed plan' is required for this AC.

5.3   Describe the development stages of own writing.

'Development stages' will include how and why the learner chose their writing topic, how they selected style and tone, based on purpose and audience, and the planning process. They will also include the processes from LO6.

Learning Outcome 6: Understand the process of drafting a piece of writing.

This LO underpins LO4 and can be demonstrated through a single piece of work.

6.1   Produce first drafts of writing.

'Drafts' is plural and the learner will need to produce at least two drafts. It might be useful for the learner to write drafts based on different audiences or different purposes.

6.2   Demonstrate the need to edit a draft.

'Demonstrate' means that the learner will edit at least one of the drafts produced in AC6.1. The marked up script will provide suitable evidence. In this AC, 'edit' does not mean proofread. The learner may change the choice of words, the paragraph structure, etc.

6.3   Use proof reading techniques.

'Proofreading techniques' may include: coming to the work fresh, after a break, to proofread; reading each sentence in reverse order (from the last sentence to the first); reading the work aloud, slowly, pausing only where there is a full stop (this helps to prevent over-long sentences split by commas); asking someone else to read the work aloud; covering up the words ahead of where you are reading (use a piece of paper) to focus on spelling; check all words ending in 's' to see whether they need an apostrophe (remembering the exception 'it's' and 'its').

'Proofread' will include: spelling, grammar and punctuation as well as clarity of meaning.

6.4   Produce a final copy.

'Final copy' based on AC6.3

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

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Additional Information

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Young People, Law and Order

Unit Reference	R/505/5121
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand why some young people become involved in crime	1.1. Identify crimes commonly committed by young people 1.2. Describe factors that may contribute to the involvement of young people in crime
2. Understand the consequences of crime on different people	2.1 Describe the consequences of two given crimes for: a) The victim b) The offender c) Identified/name of others
3. Know about the Criminal/Youth Justice System	3.1 Describe each stage of the Criminal/Youth Justice System from reporting through to sentencing 3.2 Describe the role of people involved at each stage
4. Understand custodial and alternative forms of sentences	4.1 Assess arguments for and against custodial sentences 4.2 Explain the advantages and disadvantages of two alternative forms of sentence
5. Understand the roles of local agencies	5.1 Describe how local agencies work together to provide support for young offenders and their victims

Young People, Law and Order – R/505/5121 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand why some young people become involved in crime.

1.1   Identify crimes commonly committed by young people.

Crimes including: Fighting, damaging property, vandalism, shoplifting, carrying a weapon, drug and alcohol use, disorderly conduct, tobacco offences, curfew violations.

1.2   Describe factors that may contribute to the involvement of young people in crime.

Factors such as: Peer group pressure, poor or a lack of parental discipline or supervision, low family income, social isolation, drug or alcohol misuse, mental illness, troubled home life, school exclusion, the opportunity for crime.

Learning Outcome 2: Understand the consequences of crime on different people.

2.1   Describe the consequences of two given crimes for:

a) The victim
Crime for example fighting, consequences include: Physical effects such as bruising, psychological effects such as fear, depression, anger, being unable to sleep, PTSD, social life becoming limited due to fear.

b) The offender
Crime for example fighting, consequences include: Shame, guilt, embarrassment, family may distance themselves from the individual, criminal conviction can lead to further problems including struggling with employment and housing. This can all then lead to alcohol or drug dependency problems.

c) Identified/name of others

Crime for example fighting, consequences involve: A neighbourhood may feel fear and shock. Community members may feel less safe, property prices may be affected and homeowners may find it more difficult to sell their properties.

Learning Outcome 3: Know about the Criminal/Youth Justice System.

3.1   Describe each stage of the Criminal/Youth Justice System from reporting through to sentencing.

- Arrest takes place on the basis that an individual has committed an offence.
- Police can ask individuals to accompany them voluntarily or they can arrest them, explaining why they are under arrest.
- Usually be released on bail, sometimes with conditions
- As explained on bail notice, court attendance will be required. At least one parent or guardian must also attend.
- At the hearing, the suspect will plead 'guilty' or 'not guilty'. If this is 'guilty' the sentence may be passed straight away, if 'not guilty' it will be suspended for another day.
- A pre-sentence review will take place from youth offending team.
- Decision will be made after evidence given.

3.2   Describe the role of people involved at each stage.

People the individual will meet will depend on the stage they are at, they may include:

Police officer: Responsible for identifying young people at risk, making arrests, ensuring that young people are safe and that appropriate action is taken.

Youth offending team: works with offender to prevent re-offending, sets up community services and restoration plans.

Social workers: Responsible for helping the individual and their families
Judge: Person appointed to decide cases in court

Other roles include: Magistrates / district judge, doctor, psychiatrist, Healthcare staff, Education officer, Chaplain, Independent district Judge, Liaison staff, Offender manager, Personal officer, custody officer, governor

Learning Outcome 4: Understand custodial and alternative forms of sentences.

4.1   Assess arguments for and against custodial sentences.

Arguments for include: Protects the public, Provides individuals with the opportunity for rehabilitation, punishing offender for breaking the law, provides the victim and family with some justice.

Arguments against include: Many offenders re-offend after leaving prison, opportunities after prison are often limited, prison costs money, suicide rates in prison are high, and they often don't get the rehabilitation they need.

4.2   Explain the advantages and disadvantages of two alternative forms of sentence.

Youth rehabilitation order – A community sentence that can include one or more of 18 different requirements that the offender must comply with for up to three years.

Advantages include: Helps offender think about their behaviour, the harm their behaviour has caused, the harm re-offending can cause. A plan for the future can be put in place. They can be provided with advice on how they can access other services. The YOT worker can increase or decrease the amount of visits to individual depending on their risk factor.

Disadvantages include: Can be expensive as one to one support needs to be in place.

Curfew order – also known as a 'tag', electronic monitoring.

Advantages include: Being able to monitor the movements of individuals, it is relatively cheap, it keeps offenders off the streets and from socialising in the evenings.

Disadvantages include: Their effectiveness is subject to debate and can only stop crime being committed when the individual is out of the house, many people with curfew orders go on to re-offend.

Learning Outcome 5: Understand the roles of local agencies.

5.1   Describe how local agencies work together to provide support for young offenders and their victims.

A range of local agencies including the police, probation officers, health, housing and children's services, schools and education authorities and

charities work together to form youth offending teams. They help young people who have been arrested, help young people and families at court, run local crime prevention programmes, stay in touch with a young person if they are sentenced to custody.

Other support includes: Victim support website and helpline, Gov.com, the police, probation services, court, prison staff, victim information service, victim contact scheme, youth offending teams through government website.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Group discussion

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Additional Information

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Units from the IT Group

Version 2.2

600/8476/5,
600/8478/9, 600/8411/X, 600/8410/8,
600/8412/1, 600/8413/3, 600/8418/2
600/8419/4

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Data Management Software

Unit Reference	J/502/4559
Level	2
Credit Value	3
Guided Learning	20
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Enter, edit and maintain data records in a data system	1.1. Describe the risks to data security and procedures used for data protection 1.2. Enter data accurately into groups of records to meet requirements 1.3. Locate and amend data associated with group of records 1.4. Check data records meet needs, using IT tools and making corrections as necessary 1.5. Respond appropriately to data entry and other error messages 1.6. Apply local and/or legal guidelines for the storage and use of data where available
2. Retrieve and display data records to meet requirements	2.1 Identify what queries and reports need to be run top output the required information 2.2 Select and use queries to search for and retrieve information to meet given requirements 2.3 Create and view reports to output information from the system to meet given requirements

Supporting Unit Information

Data Management Software – J/502/4559 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Enter, edit and maintain data records in a data management system.

1.1   Describe the risks to data security and procedures used for data protection.

1.2   Enter data accurately into groups of records to meet requirements.

1.3   Locate and amend data associated with groups of records.

1.4   Check data records meet needs, using IT tools and making corrections as necessary.

1.5   Respond appropriately to data entry and other error messages.

1.6   Apply local and/or legal guidelines for the storage and use of data where available.

Learning Outcome 2: Retrieve and display data records to meet requirements.

2.1   Identify what queries and reports need to be run to output the required information.

2.2   Select and use queries to search for and retrieve information to meet given requirements.

2.3   Create and view reports to output information from the system to meet given requirements.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Design Software

Unit Reference	T/502/4573
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Obtain, insert and combine information for designs	1.1. Describe what designs are needed 1.2. Obtain, input and prepare designs to meet needs 1.3. Describe what copyright and other constraints apply to the use of designs 1.4. Use appropriate techniques to organise and combine information of different types or from different sources 1.5. Describe the context in which the designs will be used 1.6. Describe what file format to use for saving designs to suit different presentation methods 1.7. Store and retrieve files effectively, in line with local guidelines and conventions where available
2. Use design software tools to create, manipulate and edit designs	2.1 Identify what technical factors affecting designs need to be taken into account and how to do so 2.2. Select and use suitable techniques to create designs

	2.3. Use guide lines and dimensioning tools appropriately to enhance precision
	2.4. Select and use appropriate tools and techniques to manipulate and edit for designs
	2.5. Check designs meet needs, using IT tools and making corrections as necessary
	2.6. Identify and respond to quality problems with designs to make sure that they meet needs

Design Software – T/502/4573 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Obtain, insert and combine information for designs.

1.1   Describe what designs are needed.

1.2   Obtain, input and prepare designs to meet needs.

1.3   Describe what copyright and other constraints apply to the use of designs.

1.4   Use appropriate techniques to organise and combine information of different types or from different sources.

1.5   Describe the context in which the designs will be used.

1.6   Describe what file format to use for saving designs to suit different presentation methods.

1.7   Store and retrieve files effectively, in line with local guidelines and conventions where available.

Learning Outcome 2: Use design software tools to create, manipulate and edit designs.

2.1   Identify what technical factors affecting designs need to be taken into account and how to do so.

2.2   Select and use suitable techniques to create designs.

2.3   Use guide lines and dimensioning tools appropriately to enhance precision.

2.4   Select and use appropriate tools and techniques to manipulate and edit for designs.

2.5   Check designs meet needs, using IT tools and making corrections as necessary.

2.6   Identify and respond to quality problems with designs to make sure that they meet needs.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
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Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Desktop Publishing Software

Unit Reference	D/502/4566
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Select and use appropriate designs and page layouts for publications	1.1. Describe what types of information are needed 1.2. Describe how to change page design and layout to increase effectiveness of a publication 1.3. Select, change and use an appropriate page design and layout for publications in line with local guidelines, where relevant 1.4. Select and use appropriate media for the publication
2. Input and combine text and other information within publications	2.1 Find and input information into publications so that it is ready for editing and formatting 2.2 Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software 2.3 Describe how copyright constraints affect use of own and others' information 2.4 Describe which file format to use for saving designs and images

	2.5	Store and retrieve publication files effectively, in line with local guidelines and conventions where available
3. Use desktop publishing software techniques to edit and format publications	3.1	Identify what editing and formatting to use for the publication
	3.2	Select and use appropriate techniques to edit publications and format text
	3.3	Manipulate images and graphic elements accurately
	3.4	Control text flow within single and multiple columns and pages
	3.5	Check publications meet needs, using IT tools and making corrections as necessary
	3.6	Identify and respond to quality problems with publications to make sure they meet needs

Desktop Publishing Software – D/502/4566 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Select and use appropriate designs and page layouts for publications.

1.1   Describe what types of information are needed.

1.2   Describe how to change page design and layout to increase effectiveness of a publication.

1.3   Select, change and use an appropriate page design and layout for publications in line with local guidelines, where relevant.

1.4   Select and use appropriate media for the publication.

Learning Outcome 2: Input and combine text and other information within publications.

2.1   Find and input information into publications so that it is ready for editing and formatting.

2.2   Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software.

2.3   Describe how copyright constraints affect use of own and others' information.

2.4   Describe which file format to use for saving designs and images.

2.5   Store and retrieve publication files effectively, in line with local guidelines and conventions where available.

Learning Outcome 3: Use desktop publishing software techniques to edit and format publications.

3.1   Identify what editing and formatting to use for the publication.

3.2   Select and use appropriate techniques to edit publications and format text.

3.3   Manipulate images and graphic elements accurately.

3.4   Control text flow within single and multiple columns and pages.

3.5   Check publications meet needs, using IT tools and making corrections as necessary.

3.6   Identify and respond to quality problems with publications to make sure they meet needs.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
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Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Essay
- Report
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Imaging Software

Unit Reference	L/502/4613
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Obtain, insert and combine information for images	1.1. Describe what images are needed 1.2. Obtain, input and prepare images to meet needs 1.3. Describe what copyright and other constraints apply to the use of images 1.4. Use appropriate techniques to organise and combine information of different types or from different sources 1.5. Describe the context in which the images will be used 1.6. Describe what file format to use for saving images to suit different presentation methods 1.7. Store and retrieve files effectively, in line with local guidelines and conventions where available
2. Use imaging software tools to create, manipulate and edit images	2.1 Identify what technical factors affecting images need to be taken into account and how to do so 2.2 Select and use suitable techniques to create images

	2.3	Use guide lines and dimensioning tools appropriately to enhance precision
	2.4	Select and use appropriate tools and techniques to manipulate and edit images
	2.5	Check images meet needs, using IT tools and making corrections as necessary
	2.6	Identify and respond to quality problems with images to make sure that they meet needs

Imaging Software – L/502/4613 – Level 2

Indicative Content

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Learning Outcome 1: Obtain, insert and combine information for images.

1.1   Describe what images are needed.

1.2   Obtain, input and prepare images to meet needs.

1.3   Describe what copyright and other constraints apply to the use of images.

1.4   Use appropriate techniques to organise and combine information of different types or from different sources.

1.5   Describe the context in which the images will be used.

1.6   Describe what file format to use for saving images to suit different presentation methods.

1.7   Store and retrieve files effectively, in line with local guidelines and conventions where available.

Learning Outcome 2: Use imaging software tools to create, manipulate and edit images.

2.1   Identify what technical factors affecting images need to be taken into account and how to do so.

2.2   Select and use suitable techniques to create images.

2.3   Use guide lines and dimensioning tools appropriately to enhance precision.

2.4   Select and use appropriate tools and techniques to manipulate and edit images.

2.5   Check images meet needs, using IT tools and making corrections as necessary.

2.6   Identify and respond to quality problems with images to make sure that they meet needs.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
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Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Essay
- Report
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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IT Communication Fundamentals

Unit Reference	D/502/4292
Level	2
Credit Value	2
Guided Learning	15
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Use a variety of sources of information to meet needs	1.1. Use appropriate sources of IT-based and other forms of information to meet needs 1.2. Identify different features of information 1.3. Recognise copyright constraints on the use of information
2. Access, search for, select and use internet-based information and assess its fitness for purpose	2.1 Access, navigate and search internet sources of information purposefully and effectively 2.2 Use appropriate search techniques to locate and select relevant information 2.3 Outline how the information meets requirements and is fit for purpose
3. Select and use IT to communicate and exchange information	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication 3.2 Use IT tools to maintain an address book and schedule activities

IT Communication Fundamentals – D/502/4292 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Use a variety of sources of information to meet needs.

1.1 Use appropriate sources of IT-based and other forms of information to meet needs.

1.2 Identify different features of information.

1.3 Recognise copyright constraints on the use of information.

Learning Outcome 2: Access, search for, select and use Internet-based information and assess its fitness for purpose.

2.1 Access, navigate and search Internet sources of information purposefully and effectively.

2.2 Use appropriate search techniques to locate and select relevant information.

2.3 Outline how the information meets requirements and is fit for purpose.

Learning Outcome 3: Select and use IT to communicate and exchange information.

3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication.

3.2 Use IT tools to maintain an address book and schedule activities.

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Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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IT Software Fundamentals

Unit Reference	R/502/4385
Level	2
Credit Value	3
Guided Learning	20
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Select and use appropriate software applications to meet needs and solve problems	1.1.	Describe what types of information are needed
	1.2.	Select and use software applications to develop, produce and present different types of information to meet needs and solve problems
2. Enter, develop, combine and format different types of information to suit its meaning and purpose	2.1	Enter, organise, refine and format different types of information, applying editing techniques to meet needs
	2.2	Use appropriate techniques to combine image and text components
	2.3	Combine information of different forms or from different sources
	2.4	Select and use appropriate page layout to present information effectively
3. Present information in ways that are fit for purpose and audience	3.1	Work accurately and proof-read, using software facilities where appropriate
	3.2	Identify inconsistencies or quality issues with the presentation of information
	3.3	Produce information that is fit for purpose and audience using accepted layouts and

		conventions as appropriate
4. Evaluate the selection and use of IT tools and facilities to present information	4.1	Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements
	4.2	Review the effectiveness of the IT tools selected to meet needs in order to improve future work

IT Software Fundamentals – R/502/4385 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Select and use appropriate software applications to meet needs and solve problems.

1.1   Describe what types of information are needed.

1.2   Select and use software applications to develop, produces and present different types of information to meet needs and solve problems.

Learning Outcome 2: Enter, develop, combine and format different types of information to suit its meaning and purpose.

2.1   Enter, organise, refine and format different types of information, applying editing techniques to meet needs.

2.2   Use appropriate techniques to combine image and text components.

2.3   Combine information of different forms or from different sources.

2.4   Select and use appropriate page layout to present information effectively.

Learning Outcome 3: Present information in ways that are fit for purpose and audience.

3.1   Work accurately and proof-read, using software facilities where appropriate.

3.2   Identify inconsistencies or quality issues with the presentation of information.

3.3   Produce information that is fit for purpose and audience using accepted layouts and conventions appropriate.

Learning Outcome 4: Evaluate the selection and use of IT tools and facilities to present information.

4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience and inform future judgments.

4.2 Review the effectiveness of the IT tools selected to meet needs in order to improve future work.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Spreadsheet Software

Unit Reference	F/502/4625
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Use a spreadsheet to enter, edit and organise numerical and other data	1.1. Identify what numerical and other information is needed in the spreadsheet and how it should be structured 1.2. Enter and edit numerical and other data accurately 1.3. Combine and link data across worksheets 1.4. Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2. Select and use appropriate formulas and data analysis tools to meet requirements	2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements 2.2 Use a range of appropriate functions and formulas to meet calculation requirements 2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements
3. Select and use tools and techniques to present and format	3.1 Plan how to present and format spreadsheet information effectively to meet needs

spreadsheet information	3.2	Select and use appropriate tools techniques to format spreadsheet cells, rows columns and worksheets
	3.3	Select and format an appropriate chart or graph type to display selected information
	3.4	Select and use appropriate page layout to present and print spreadsheet information
	3.5	Check information meets needs, using spreadsheet tools and making corrections as necessary
	3.6	Describe how to find errors in spreadsheet formulas
	3.7	Respond appropriately to any problems with spreadsheets

Spreadsheet Software – F/502/4625 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Use a spreadsheet to enter, edit and organise numerical and other data.

1.1   Identify what numerical and other information is needed in the spreadsheet and how it should be structured.

1.2   Enter and edit numerical and other data accurately.

1.3   Combine and link data across worksheets.

1.4   Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.

Learning Outcome 2: Select and use appropriate formulas and data analysis tools to meet requirements.

2.1   Identify which tools and techniques to use to analyse and manipulate data to meet requirements.

2.2   Select and use a range of appropriate functions and formulas to meet calculation requirements.

2.3   Use a range of tools and techniques to analyse and manipulate data to meet requirements.

Learning Outcome 3: Select and use tools and techniques to present and format spreadsheet information.

3.1   Plan how to present and format spreadsheet information effectively to meet needs.

3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets.

3.3 Select and format an appropriate chart or graph type to display selected information.

3.4 Select and use appropriate page layout to present and print spreadsheet information.

3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary.

3.6 Describe how to find errors in spreadsheet formulas.

3.7 Respond appropriately to any problems with spreadsheets.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Evidence for this unit may include, but is not limited to:
- Case study

- Written question and answer/test/exam
- Essay
- Report
- Reflective log/diary
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Using the Internet

Unit Reference	A/502/4297
Level	2
Credit Value	4
Guided Learning	32
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Connect to the internet	1.1. Identify different types of connection methods that can be used to access the internet 1.2. Identify the benefits and drawbacks of the connection method used 1.3. Get online with an internet connection 1.4. Use help facilities to solve internet connection problems
2. Use browser software to navigate web pages effectively	2.1 Select and use browser tools to navigate web pages 2.2 Identify when to change settings to aid navigation 2.3 Adjust browser settings to optimise performance and meet needs 2.4 Identify ways to improve the performance of a browser
3. Use browser tools to search for information from the internet	3.1 Select and use appropriate search techniques to locate information efficiently 3.2 Describe how well information meets requirements

	3.3	Manage and use references to make it easier to find information another time	
	3.4	Download, organise and store different types of information from the internet	
4. Use browser software to communicate information online	4.1	Identify opportunities to create, post or publish material to websites	
	4.2	Select and use appropriate tools and techniques to communicate information online	
	4.3	Use browser tools to share information online	
	4.4	Submit information online	
5. Understand the need for safety and security when working online	5.1	Describe the threats to the system performance when working online	
	5.2	Work responsibly and take appropriate safety and security precautions when working online	
	5.3	Describe the threats to information security when working online	
	5.4	Manage personal access to online sources securely	

Using the Internet – A/502/4297 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Connect to the internet.

1.1 Identify different types of connection methods that can be used to access the internet.

1.2 Identify the benefits and drawbacks of the connection method used.

1.3 Get online with an internet connection.

1.4 Use help facilities to solve internet connection problems.

Learning Outcome 2: Use browser software to navigate web pages effectively.

2.1 Select and use browser tools to navigate web pages.

2.2 Identify when to change settings to aid navigation.

2.3 Adjust browser settings to optimise performance and meet needs.

2.4 Identify ways to improve the performance of a browser.

Learning Outcome 3: Use browser tools to search for information from the internet.

3.1 Select and use appropriate search techniques to locate information efficiently.

3.2 Describe how well information meets requirements.

3.3 Manage and use references to make it easier to find information another time.

3.4   Download, organise and store different types of information from the internet.

Learning Outcome 4: Use browser software to communicate information online.

4.1   Identify opportunities to create, post or publish material to websites.

4.2   Select and use appropriate tools and techniques to communicate information online.

4.3   Use browser tools to share information sources with others.

4.4   Submit information online.

Learning Outcome 5: Understand the need for safety and security practices when working online.

5.1   Describe the threats to system performance when working online.

5.2   Work responsibly and take appropriate safety and security precautions when working online.

5.3   Describe the threats to information security when working online.

5.4   Manage personal access to online sources securely.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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

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Additional Information

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Website Software

Unit Reference	R/502/4631
Level	2
Credit Value	4
Guided Learning	32
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Create structures and styles for websites	1.1. Describe what website content and layout will be needed for each page
	1.2. Plan and create web page templates to layout
	1.3. Select and use website features and structures to help the user navigate round web pages within the site
	1.4. Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand
	1.5. Describe how copyright and other constraints may affect the website
	1.6. Describe what access issues may need to be taken into account
	1.7. Describe what file types to use for saving content
	1.8. Store and retrieve files effectively, in line with local guidelines and conventions where available
2. Use website software tools to	2.1 Prepare content for web pages so that it is ready for editing and formatting

prepare content for websites	2.2	Organise and combine information needed for web pages including across different software
	2.3	Select and use appropriate editing and formatting techniques to aid both clarity and navigation
	2.4	Select and use appropriate development techniques to link information across pages
	2.5	Change the file formats appropriately for content
	2.6	Check web pages meet needs, using IT tools and making corrections as necessary
3. Publish websites	3.1	Select and use appropriate testing methods to check that all elements of websites are working as planned
	3.2	Identify any quality problems with websites and how to respond to them
	3.3	Select and use an appropriate programme to upload and publish the website
	3.4	Respond appropriately to problems with multiple page websites

Website Software – R/502/4631 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Create structures and styles for websites.

1.1   Describe what website content and layout will be needed for each page.

1.2   Plan and create web page templates to layout.

1.3   Select and use website features and structures to help the user navigate round web pages within the site.

1.4   Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand.

1.5   Describe how copyright and other constraints may affect the website.

1.6   Describe what access issues may need to be taken into account.

1.7   Describe what file types to use for saving content.

1.8   Store and retrieve files effectively, in line with local guidelines and conventions where available.

Learning Outcome 2: Use website software tools to prepare content for websites.

2.1   Prepare content for web pages so that it is ready for editing and formatting.

2.2   Organise and combine information needed for web pages including across different software**.**

2.3   Select and use appropriate editing and formatting techniques to aid both clarity and navigation.

2.4   Select and use appropriate development techniques to link information across pages.

2.5   Change the file formats appropriately for content.

2.6   Check web pages meet needs, using IT tools and making corrections as necessary.

Learning Outcome 3: Publish websites.

3.1.   Select and use appropriate testing methods to check that all elements of websites are working as planned.

3.2.   Identify any quality problems with websites and how to respond to them.

3.3.   Select and use an appropriate programme to upload and publish the website.

3.4.   Respond appropriately to problems with multiple page websites.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Word Processing Software

Unit Reference	R/502/4628
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Enter, edit and combine text and other information accurately within word processing documents	1.1. Identify what types of information are needed in documents 1.2. Use appropriate techniques to enter text and other information accurately and efficiently 1.3. Select and use appropriate templates for different purposes 1.4. Identify when and how to combine and merge information from other software or other documents 1.5. Select and use a range of editing tools to amend document content 1.6. Combine or merge information within a document from a range of sources 1.7. Store and retrieve document and template files effectively, in line with local guidelines and conventions where available
2. Create and modify layout and structures for	2.1 Identify the document requirements for structure and style 2.2 Identify what templates and styles are

word processing documents		available and when to use them
	2.3	Create and modify columns, tables and forms to organise information
	2.4	Select and apply styles to text
3. Know about support agencies in his/her area	3.1	Identify how the document should be formatted to aid meaning
	3.2	Select and use appropriate techniques to format characters and paragraphs
	3.3	Select and use appropriate page and section layouts to present and print documents
	3.4	Describe any quality problems with documents
	3.5	Check documents meet needs, using IT tools and making corrections as necessary
	3.6	Respond appropriately to quality problems with documents so that outcomes meet needs

Word Processing Software – R/502/4628 – Level 2

Indicative Content

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LO1, LO2 and LO3 are the key areas of achievement for this unit.

Learning Outcome 1: Enter, edit and combine text and other information accurately within word processing documents.

1.1 Identify what types of information are needed in documents

Learners must be able to identify what types of information are needed in documents. Types of information might include text or graphic sources, information that is free to use (copyright © free) information that is relevant to the context. There should be some variation across several documents submitted for evidence.

1.2 Use appropriate techniques to enter text and other information accurately and efficiently.

Learners must be able to use appropriate techniques to enter text and other information accurately and efficiently. The use of keyboard shortcuts (efficient methods) using icons and the keyboard, using built in spell checks which helps check the quality of input in word processors as you type. Word processors also include built in grammar checkers that can be used to improve the readability of work.

1.3 Select and use appropriate templates for different purposes.

Learners should select and use appropriate templates that are fit for different purposes of the document such as A4 portrait orientation for a covering letter and multi-columns for a news article. Learners select and use at least 4 different templates that are readily available or downloadable from the internet at this level.

1.4 Identify when and how to combine and merge information from other software or other documents.

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Learners must be able to identify when and how to combine and merge information. Most word processing software has the ability to import and incorporate other types of data into a word document. Learners could identify when and how to import and manipulate images and embed other objects to improve the display of their document. This may also include information from other office-based applications, such as merging spreadsheet or database data or merge pages from other word-processed files.

1.5   Select and use a range of editing tools to amend document content.

Learners should demonstrate good skills in editing tools such as select, copy, cut, paste, undo, redo, drag and drop, insert, delete, size and position.
Documents should include those with text, graphics, multiple styles and tables.

1.6   Combine or merge information within a document from a range of sources.

Learners must demonstrate that they can combine or merge information of different types or from different sources into a document. Types of information may include text, numbers, images and other graphic elements, information from other office-based applications, such as merging spreadsheet or database data or merge pages from other word-processed files. Sources may include internet documents, printed material and other word-processed documents.

1.7   Store and retrieve document and template files effectively, in line with local guidelines and conventions where available.

Learners should demonstrate good basic file management techniques. Learners should be able to save or save as, use appropriate file names and save documents in an appropriate format e.g. *docx, *doc, *pdf and in an appropriate location. They should be able to locate their files and open them routinely. It may also be useful for learners to consider saving different versions of their document to show progress and achievement over time.

Learning Outcome 2: Create and modify layout and structures for word processing documents.

2.1   Identify the document requirements for structure and style.

Learners should identify the document requirements based on the intended audience and purpose. They should be familiar with page orientation, e.g. portrait and landscape and page sizes such as A3, A4, A5

and that US sizes are based on a different standard. They should identify clarity (easy to see) AND consistency. Learners should be provided with opportunities to make decisions about the requirements for structure and style in relation to the tools selected.

2.2   Identify what templates and styles are available and when to use them.

Learners should be able to identify and be aware of templates and styles that are available and how they can be used as a basis for the design of similar documents needed in the future (e.g. house style for an organisation).

2.3   Create and modify columns, tables and forms to organise information.

Learners should be able to create and modify columns, tables and forms in their documents to organise information.

2.4   Select and apply styles to text.

Learners should be able to select and apply pre-defined styles available (such as applying a style to a heading) and demonstrate their application in a range of contexts. Learners may wish to edit pre define styles to make their own styles or create new styles.

Learning Outcome 3: Use word processing software tools to format and present documents effectively to meet requirements.

3.1   Identify how the document should be formatted to aid meaning.

Learners must be able to identify appropriate tools to format and enhance the presentation of a document. Formatting may include; bold, italic and underlining, word art, borders and shading.

3.2   Select and use appropriate techniques to format characters and paragraphs.

Learners must use appropriate techniques to format paragraphs. This may include paragraph alignment, line and paragraph spacing, line spacing and bullets and indentations.

3.3   Select and use appropriate page and section layouts to present and print documents.

Learners should select and use appropriate page layout to present and print documents. Learners should be familiar with the basic need for

margins, page numbers, orientation and headers and footers where appropriate. Learners should be familiar with common page orientation for specific documents e.g. a letter or CV should always be in portrait orientation. At this level learners may also be able to demonstrate using different page orientations within one document.

3.4   Describe any quality problems with documents.

Learners should be able to describe at least 4 quality problems within at least 2 different documents. This should include describing their strengths and weaknesses in terms of quality. Quality problems may include; layout, spelling and grammar, formatting, styles, file format, indexes and referencing.

3.5   Check documents meet needs, using IT tools and making corrections as necessary.

Learners need to check their documents meet needs and free from errors. Learners should demonstrate some quality checking skills such as; using built in spelling and grammar facilities and visual quality check such as, making sure images are not distorted and text is consistent and proof reading own work. Learners may benefit from seeking feedback from peers and/or tutors if appropriate.

3.6   Respond appropriately to quality problems with documents so that outcomes meet needs.

Learners should be able to respond appropriately to quality problems within their documents to ensure they meet needs and free from errors. Learners respond to quality issues identified above in A/C 3.4 and use appropriately skills and tools to amend documents; such as using built in spelling and grammar facilities and visual quality check such as, making sure images are not distorted and text is consistent and proof reading own work.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Interview/professional discussion
- Internet research / copies of items with relevant knowledge highlighted

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Additional Information

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Units from the Optional Group

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Business Finance

Unit Reference	Y/504/9689
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the sources of finance available to a business	1.1. Identify different internal sources of finance for particular business needs 1.2. Identify different external sources of finance for particular business needs
2. Understand financial capital investment appraisal	2.1 Explain how capital investment appraisal is used to make a particular investment decision
3. Know how to apply cost-benefit analysis to investment decisions	3.2 Explain how cost benefit analysis is used to make a particular investment decision

Business Finance – Y/504/9689 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the sources of finance available to a business.

1.1   Identify different internal sources of finance for particular business needs.

1.2   Identify different external sources of finance for particular business needs.

Clear distinctions should be made between internal and external sources. Three different sources of internal funding should be covered, e.g. for a limited company, a partnership and a sole trader. External sources should be introduced to cover current practice in the UK, banks, leases, loan companies, charitable and lottery funding.

Learning Outcome 2: Understand financial capital investment appraisal.

2.1   Explain how capital investment appraisal is used to make a particular investment decision.

The sources of funding covered in LO should be related to specific types of companies and their needs, in terms of an appropriate labour force for investment in new machinery or processes, and potential.

Learning Outcome 3: Know how to apply cost-benefit analysis to investment decisions.

3.1   Explain how cost benefit analysis is used to make a particular investment decision.

Identification of risks to the business viability with the types of investment explored in LO2 should be considered over a time period to cover changes to the global and local economy, government policy, and taking into consideration the effects of depreciation.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods.

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Children's Social and Emotional Development

Unit Reference	H/505/1574
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the social and emotional development of children	1.1. Describe social and emotional development of children 1.2. Outline how social and emotional development relate to other areas of development 1.3. Give examples of the needs of children regarding their social and emotional development 1.4. Outline how these needs can be met
2. Understand the importance of supporting the social and emotional development of children	2.1 Describe how play helps promote children's social and emotional development 2.2 Give examples of intervention strategies which support the social and emotional development in children
3. Understand the effects that negative behaviour has on social and emotional development of children	3.1 Describe different types of negative behaviour 3.2 Outline the impact of the negative behaviours described on social and emotional development 3.3 Give examples of how the impact of negative behaviour can be challenged

Children's Social and Emotional Development – H/505/1574 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the social and emotional development of children.

1.1   Describe social and emotional development of children.

Provide at least 2 examples of social and emotional development from 0-11yrs. Learners could use the following stages for guidance: 0-1yrs, 1-2yrs, 2-3yrs, 3-5yrs, 5-8yrs, 8-11yrs. Social development should include being social, self-confidence and self-esteem, behaviour and self-control. Emotional development should include: feelings, making relationships and a sense of community. This should be demonstrated for all stages.

1.2   Outline how social and emotional development relate to other areas of development.

Learners should link these to other areas of development for example social and emotional development is important in building relationships with others and links to language and communication. Social and emotional development has strong links to all other areas of development. Learners should include at least 1 example from each area.

1.3   Give examples of the needs of children regarding their social and emotional development.

Consider the needs of children at different stages for example a child aged 0-3yrs is dependent on their parent/carer and will need reassurance from them to build on their confidence and self-esteem. Older children need guidance from peers and adults to ensure they are handling situations appropriately as well as being given reassurance building confidence and self-esteem.

1.4   Outline how these needs can be met.

Learners should consider how the needs can be met in several ways including guidance and reassurance from parents/carers and adults.

Learning from peers, learning through play and interactions with peers and adults.

Learning Outcome 2: Understand the importance of supporting the social and emotional development of children.

2.1   Describe how play helps promote children's social and emotional development.

Learners should consider how play supports development. For example, role play supports children to understand and play cooperatively with others, turn taking, sharing and building relationships. Play allows children to deal with conflict and manage this independently.

2.2   Give examples of intervention strategies which support the social and emotional development in children.

Intervention strategies could include but are not limited to:

Be positive about differences and support acceptance. Being aware that negative attitudes towards difference are learned from examples the children see.

Help children to begin to negotiate with their peers using language. For example, if they want to join in a game or if another child has a toy that they want to play with, talk about what they could say. Model the language for them.

In games that require taking turns, help and encourage children to learn how to wait to take a turn, say, 'Ready? Wait, it's my turn first' and 'Whose turn is it now?'.

Talk about the behaviour and intentions of adults and children in the setting so that children get more curious and interested and begin to understand what other people are doing.

Help children to understand their rights to be kept safe by others, and also encourage them to talk about ways to avoid harming or hurting others.

Talk to children about their friends, their families, and why they are important. Building on their sense of community.

Learning Outcome 3: Understand the effects that negative behaviour has on social and emotional development of children.

3.1   Describe different types of negative behaviour.

Negative behaviours could include: Disrespect and talking back, aggression or violence, manipulation, tantrums and outbursts. For each behaviour an example should be included e.g. Tantrums a 2yr old child who cannot have something they want will scream and shout.

3.2   Outline the impact of the negative behaviours described on social and emotional development.

For each example given in 3.1 learners should outline the impact this has on social and emotional development. For example, a child who is disrespectful and is not picked up on this will continue this behaviour thinking this is an acceptable way of communicating this can impact on relationships with peers and adults. A child who continues to have outbursts will struggle with acceptance of right and wrong and this will course problems with their ability to socialise with others.

3.3   Give examples of how the impact of negative behaviour can be challenged.

All negative behaviour should be challenged to ensure it does not continue. Examples should all relate to the negative behaviours discussed in 3.1. E.g. dealing with aggression should be done in a calm way, empathy should be shown, and it should be made clear of the consequences if the behaviour continues.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Cognitive Development of Children

Unit Reference	K/505/1575
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the nature/nurture debate with regard to intelligence	1.1 Describe the difference between nature and nurture 1.2 Describe evidence for and against nature/nurture debate with regard to intelligence
2. Understand theories of cognitive development	2.1 Outline a theory of cognitive development 2.2 Outline a theory of play 2.3 Outline evidence for and against chosen theories
3. Understand how language develops	3.1 Describe stages of language development 3.2 Outline the major theories of language development
4. Understand experimental methods in relation to cognitive development	4.1 Plan an experiment around cognitive development 4.2 Present experiment using relevant terminology

Supporting Unit Information

Cognitive Development of Children – K/505/1575 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the nature/nurture debate with regard to intelligence.

1.1   Describe the difference between nature and nurture.

1.2   Describe evidence for and against nature/nurture debate with regard to intelligence.

Learning Outcome 2: Understand theories of cognitive development.

2.1   Outline a theory of cognitive development.

2.2   Outline a theory of play.

2.3   Outline evidence for and against chosen theories.

Learning Outcome 3: Understand how language develops.

3.1   Describe stages of language development.

3.2   Outline the major theories of language development.

Learning Outcome 4: Understand experimental methods in relation to cognitive development.

4.1   Plan an experiment around cognitive development.

4.2   Present experiment using relevant terminology.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Project

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

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Additional Information

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Cooking with Meat, Fish and Vegetables

Unit Reference	D/505/4795
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify, prepare and cook a range of meat	1.1. Describe different types of meat 1.2. Prepare meat 1.3. Cook meat
2. Be able to identify, prepare and cook a range of fish	2.1 Describe different types of fish 2.2 Prepare fish 2.3 Cook fish
3. Be able to identify, prepare and cook a range of vegetables	3.1 Describe different types of vegetables 3.2 Prepare vegetables 3.3 Cook vegetables

4. Understand cooking methods for meat, fish and vegetables	4.1 Describe when to use:
	    a) braising
	    b) casseroling
	    c) steaming
	    d) frying
	    e) grilling
	    f) oven
	    g) roasting
	    h) boiling
	    i) pressure-cooking

5. Be able to prepare and present a balanced meal using meat, fish and vegetables	5.1 Use a standard recipe 5.2 Describe nutritive value of the prepared meal
6. Be able to review own work	6.1 Assess own work 6.2 Give options for improvement

Cooking with Meat, Fish and Vegetables – D/505/4795 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify, prepare and cook a range of meat.

1.1   Describe different types of meat.

1.2   Prepare meat.

1.3   Cook meat.

Learning Outcome 2: Be able to identify, prepare and cook a range of fish.

2.1   Describe different types of fish.

2.2   Prepare fish.

2.3   Cook fish.

Learning Outcome 3: Be able to identify, prepare and cook a range of vegetables.

3.1   Describe different types of vegetables.

3.2   Prepare vegetables.

3.3   Cook vegetables.

Learning Outcome 4: Understand cooking methods for meat, fish and vegetables.

4.1   Describe when to use:
       a) braising
       b) casseroling

c) steaming
d) frying
e) grilling
f) oven
g) roasting
h) boiling
i) pressure-cooking

Learning Outcome 5: Be able to prepare and present a balanced meal, using meat, fish and vegetables.

5.1   Use a standard recipe.

5.2   Describe the nutritional value of the prepared meal.

Learning Outcome 6: Be able to review own work.

6.1   Assess own work.

6.2   Give options for improvement.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Creative Writing Skills

Unit Reference	M/505/0895
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know about different literary styles	1.1	Identify different literary styles
	1.2	Relate these to an audience
	1.3	Comment on own style and intended audience(s)
2. Be able to use personal experiences in creative writing	2.1	Make records of personal experiences
	2.2	Write a piece based on recorded material
3. Understand the importance of structuring and shaping initial ideas	3.1	Produce a plan for a piece based on an initial idea
	3.2	Structure and shape idea
	3.3	Comment on decisions made
	3.4	Produce a finished piece which shows evidence of editing and attention to structure
4. Understand the importance of choosing a particular reading audience	4.1	Identify a variety of literary outlets
	4.2	Provide evidence of targeting a chosen outlet in a piece of own work

| 5. Be able to reflect on own work | 5.1 | Respond positively to critical feedback from others |
| | 5.2 | Reflect on own work |

Creative Writing Skills – M/505/0895 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about different literary styles.

1.1   Identify different literary styles.

1.2   Relate these to an audience.

1.3   Comment on own style and intended audience(s).

Learning Outcome 2: Be able to use personal experiences in creative writing.

2.1   Make records of personal experiences.

2.2   Write a piece based on recorded material.

Learning Outcome 3: Understand the importance of structuring and shaping initial ideas.

3.1   Produce a plan for a piece based on an initial idea.

3.2   Structure and shape idea.

3.3   Comment on decisions made.

3.4   Produce a finished piece which shows evidence of editing and attention to structure.

Learning Outcome 4: Understand the importance of choosing a particular reading audience.

4.1   Identify a variety of literary outlets.

4.2   Provide evidence of targeting a chosen outlet in a piece of own work.

Learning Outcome 5: Be able to reflect on own work.

5.1   Respond positively to critical feedback from others.

5.2   Reflect on own work.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
*   Production of artefact

Additional evidence for this unit may include, but is not limited to:
*   Written question and answer/test/exam
*   Essay
*   Oral question and answer
*   Written description
*   Reflective log/diary
*   Group discussion

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Additional Information

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Design Software

Unit Reference	T/502/4573
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Obtain, insert and combine information for designs	1.1. Describe what designs are needed 1.2. Obtain, input and prepare designs to meet needs 1.3. Describe what copyright and other constraints apply to the use of designs 1.4. Use appropriate techniques to organise and combine information of different types or from different sources 1.5. Describe the context in which the designs will be used 1.6. Describe what file format to use for saving designs to suit different presentation methods 1.7. Store and retrieve files effectively, in line with local guidelines and conventions where available
2. Use design software tools to create, manipulate and edit designs	2.1 Identify what technical factors affecting designs need to be taken into account and how to do so 2.2. Select and use suitable techniques to create designs

	2.3. Use guide lines and dimensioning tools appropriately to enhance precision
	2.4. Select and use appropriate tools and techniques to manipulate and edit for designs
	2.5. Check designs meet needs, using IT tools and making corrections as necessary
	2.6. Identify and respond to quality problems with designs to make sure that they meet needs

Design Software – T/502/4573 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Obtain, insert and combine information for designs.

1.1   Describe what designs are needed.

1.2   Obtain, input and prepare designs to meet needs.

1.3   Describe what copyright and other constraints apply to the use of designs.

1.4   Use appropriate techniques to organise and combine information of different types or from different sources.

1.5   Describe the context in which the designs will be used.

1.6   Describe what file format to use for saving designs to suit different presentation methods.

1.7   Store and retrieve files effectively, in line with local guidelines and conventions where available.

Learning Outcome 2: Use design software tools to create, manipulate and edit designs.

2.1   Identify what technical factors affecting designs need to be taken into account and how to do so.

2.2   Select and use suitable techniques to create designs.

2.3   Use guide lines and dimensioning tools appropriately to enhance precision.

2.4   Select and use appropriate tools and techniques to manipulate and edit for designs.

2.5 Check designs meet needs, using IT tools and making corrections as necessary.

2.6 Identify and respond to quality problems with designs to make sure that they meet needs.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Desktop Publishing Software

Unit Reference	D/502/4566
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Select and use appropriate designs and page layouts for publications	1.1. Describe what types of information are needed 1.2. Describe how to change page design and layout to increase effectiveness of a publication 1.3. Select, change and use an appropriate page design and layout for publications in line with local guidelines, where relevant 1.4. Select and use appropriate media for the publication
2. Input and combine text and other information within publications	2.1 Find and input information into publications so that it is ready for editing and formatting 2.2 Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software 2.3 Describe how copyright constraints affect use of own and others' information 2.4 Describe which file format to use for saving designs and images

	2.5	Store and retrieve publication files effectively, in line with local guidelines and conventions where available
3. Use desktop publishing software techniques to edit and format publications	3.1	Identify what editing and formatting to use for the publication
	3.2	Select and use appropriate techniques to edit publications and format text
	3.3	Manipulate images and graphic elements accurately
	3.4	Control text flow within single and multiple columns and pages
	3.5	Check publications meet needs, using IT tools and making corrections as necessary
	3.6	Identify and respond to quality problems with publications to make sure they meet needs

Desktop Publishing Software – D/502/4566 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Select and use appropriate designs and page layouts for publications.

1.1   Describe what types of information are needed.

1.2   Describe how to change page design and layout to increase effectiveness of a publication.

1.3   Select, change and use an appropriate page design and layout for publications in line with local guidelines, where relevant.

1.4   Select and use appropriate media for the publication.

Learning Outcome 2: Input and combine text and other information within publications.

2.1   Find and input information into publications so that it is ready for editing and formatting.

2.2   Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software.

2.3   Describe how copyright constraints affect use of own and others' information.

2.4   Describe which file format to use for saving designs and images.

2.5   Store and retrieve publication files effectively, in line with local guidelines and conventions where available.

Learning Outcome 3: Use desktop publishing software techniques to edit and format publications.

3.1 Identify what editing and formatting to use for the publication.

3.2 Select and use appropriate techniques to edit publications and format text.

3.3 Manipulate images and graphic elements accurately.

3.4 Control text flow within single and multiple columns and pages.

3.5 Check publications meet needs, using IT tools and making corrections as necessary.

3.6 Identify and respond to quality problems with publications to make sure they meet needs.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Essay

- Report
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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

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Additional Information

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Developing Good Practice Skills for use in the Kitchen

Unit Reference	R/505/3286
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Be able to use a variety of measuring methods	1.1	Use imperial, metric and alternative measurements to measure liquids and solids accurately
2. Understand the importance of health and safety requirements when working in a kitchen	2.1	Identify safety hazards and take corrective action
	2.2	Apply safe practices during practical work in order to protect the safety of themselves and others
3. Be able to apply the principles of food and personal hygiene	3.1	Identify the key principles for preparation of raw and cooked food, prevention of cross contamination and appropriate temperature control
	3.2	Apply the key principles of personal hygiene during the preparation of food
4. Be able to apply correct storage methods for food	4.1	Use the fridge, freezer and dry goods store correctly, safely and hygienically
5. Be able to organise and maintain the work area for food preparation	5.1	Organise work area efficiently
	5.2	Work in a methodical and organised manner

	5.3	Prepare and use a time plan and accurately use recipes
6. Be able to clear away safely and efficiently	6.1	Use appropriate techniques to leave a workstation in a clean and tidy condition
7. Be able to use kitchen equipment correctly	7.1	Identify appropriate knives, utensils and electrical equipment for use in food preparation
	7.2	Use and store kitchen equipment correctly

Developing Good Practice Skills for use in the Kitchen – R/505/3286 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to use a variety of measuring methods.

1.1   Use imperial, metric and alternative measurements to measure liquids and solids accurately.

Learning Outcome 2: Understand the importance of health and safety requirements when working in a kitchen.

2.1   Identify safety hazards and take corrective action.

2.2   Apply safe practices during practical work in order to protect the safety of themselves and others.

Learning Outcome 3: Be able to apply the principles of food and personal hygiene.

3.1   Identify the key principles for preparation of raw and cooked food, prevention of cross contamination and appropriate temperature control.

3.2   Apply the key principles of personal hygiene during the preparation of food.

Learning Outcome 4: Be able to apply correct storage methods for food.

4.1   Use the fridge, freezer and dry goods store correctly, safely and hygienically.

Learning Outcome 5: Be able to organise and maintain the work area for food preparation.

5.1   Organise work area efficiently.

5.2   Work in a methodical and organised manner.

5.3   Prepare and use a time plan and accurately use recipes.

Learning Outcome 6: Be able to clear away safely and efficiently.

6.1   Use appropriate techniques to leave a workstation in a clean and tidy condition.

Learning Outcome 7: Be able to use kitchen equipment correctly.

7.1   Identify appropriate knives, utensils and electrical equipment for use in food preparation.

7.2   Use and store kitchen equipment correctly.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Group discussion
- Witness testimony
- Examination of products of work

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Development of Social Policy

Unit Reference	F/504/9704
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the influence of the law on social policy	1.1. Describe the main features of the Poor Law (1834) 1.2. Explain its influence on social policy today
2. Understand the development of social policy	2.1 Describe significant factors influencing the development of social policy in the late nineteenth and early twentieth century

Supporting Unit Information

Development of Social Policy – F/504/9704 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the influence of the law on social policy.

1.1   Describe the main features of the Poor Law (1834).

Answers will broadly state: The Poor Law (1834) was an amendment to the 1601 Poor Law (43rd Elizabeth) and at its core sort to reduce the burden to rate payers for the provision of poor relief. The Poor Law required the three appointed Poor Law Commissioners to oversee the provision of relief which included: the creation of workhouses for those seeking aid as the only form of relief, the prohibition of outdoor relief, the concept of lesser eligibility which meant workhouses were segregated and the provision of food and shelter was of the meanest quality. Workhouses were designed to provide food and shelter in exchange for work (which was extremely labour intensive). The workhouses were seen as the last resort of the poor and would provide conditions no better than the lowest wage-earning worker could afford.

1.2   Explain its influence on social policy today.

Answers will broadly explore some of the following: the movement away from punitive poor law provision towards an understanding of social responsibility. A movement away from Laissez faire policy towards governmental (centralised) responsibility for poor relief and social welfare provision. The development of centralised responsibility for education, health, worker's rights and criminal system (as a response to the limitations of poor relief provided by the New Poor Law) Acts that legislate for equal treatment of all members of society (especially the Equality Act).

Learning Outcome 2: Understand the development of social policy.

2.1   Describe significant factors influencing the development of social policy in the late nineteenth and early twentieth century.

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Answers are likely to discuss several of the following elements in their responses:

- The inability of the Commissioners to effectively oversee the Poor Law provision resulting in numerous amendments to poor relief provision
- Changes in attitude towards the poor during the mid – late 19th century (people are most often not poor because of idleness or through their own fault but because of social and economic issues outside of their control)
- The work of philanthropists and social commentators and investigators (e.g. Booth, Rowntree, Oastler, Mayhew and Dickens)
- The health epidemics (cholera, Smallpox, TB), health reports (Chadwick/John Snow) health reforms (Public Health Acts) of the 19th century
- The emergence of compulsory education system (expectations of better prospects for children from poor families)
- Investigations into work conditions and Acts to protect workers in factories, mines and other industries
- Creation of Friendly Societies and Health Insurances
- The Boer War (demonstrating the extent of malnutrition amongst the poor)
- The Liberal administration of 1906-1914
- Advent of Labour party and fear of Socialism
- World War One and World War Two
- The Beveridge Report
- The creation of the NHS.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

DJing Skills

Unit Reference	L/505/8714
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to safely set up a DJ rig	1.1. Safely set up a DJ rig, configuring the following component parts correctly: a) Speakers and monitors b) Power amplifiers (amps) c) Mixing console d) Decks e) Headphones f) Microphones (mic) 1.2. Identify potential health and safety issues surrounding DJ equipment 1.3. Describe procedures for ensuring stable set up of the decks and speakers 1.4. Describe the use of correct lifting techniques 1.5. Describe the procedure for checking for overload on an amplifier and mixing console
2. Be able to sound check equipment	2.1 Assess levels and equalisation required 2.2 Set adequate levels and equalisation, avoiding distortion, overload and feedback 2.3 Identify possible problems presented by a venue

3. Be able to create a set	3.1	Devise a successful plan for a 25-minute set including set/track list and relate it to potential audience considerations
	3.2	Incorporate the use of cross fader, channel fader/master and equalisation
	3.3	Perform the set ensuring successful introduction of new tracks at suitable levels and tempo
4. Be able to review a completed set	4.1	Describe the strengths and weaknesses of the completed set

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DJing Skills – L/505/8714 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to safely set up a DJ rig.

1.1 Safely set up a DJ rig, configuring the following component parts correctly:
   a) Speakers and monitors
   b) Power amplifiers (amps)
   c) Mixing console
   d) Decks
   e) Headphones
   f) Microphones (mic).

1.2 Identify potential health and safety issues surrounding DJ equipment.

1.3 Describe procedures for ensuring stable set up of the decks and speakers.

1.4 Describe the use of correct lifting techniques.

1.5 Describe the procedure for checking for overload on an amplifier and mixing console.

Learning Outcome 2: Be able to sound check equipment.

2.1 Assess levels and equalisation required.

2.2 Set adequate levels and equalisation, avoiding distortion, overload and feedback.

2.3 Identify possible problems presented by a venue.

Learning Outcome 3: Be able to create a set.

3.1 Devise a successful plan for a 25-minute set including set/track list and relate it to potential audience considerations.

3.2   Incorporate the use of cross fader, channel fader/master and equalisation.

3.3   Perform the set ensuring successful introduction of new tracks at suitable levels and tempo.

Learning Outcome 4: Be able to review completed set.

4.2   Describe the strengths and weaknesses of the completed set.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Performance/exhibition

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practice file
- Practical demonstration

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

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Additional Information

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Enterprise Skills

Unit Reference	A/504/9491
Level	2
Credit Value	1
Guided Learning	8
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the characteristics of successful entrepreneurs and how these are important in business situations	1.1. Describe the skills that are needed to be a successful entrepreneur 1.2. Describe the attitudes and qualities that are needed to be a successful entrepreneur 1.3. Describe how entrepreneurial skills, attitudes and qualities can enable a business to maintain success
2. Understand own strengths as an enterprising person and ways to develop own enterprising characteristics	2.1 Describe own strengths in terms of enterprising skills, attitudes and qualities 2.2 Evaluate skills in terms of ability to set up and maintain a business/enterprise 2.3 Agree activities to develop and strengthen own enterprising skills and attitude 2.4 Identify how developing own attitudes and behaviors will make the most of enterprise opportunities

Supporting Unit Information

Enterprise Skills – A/504/9491 – Level 2

Indicative Content

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Learning Outcome 1: Understand the characteristics of successful entrepreneurs and how these are important in business situations.

1.1   Describe the skills that are needed to be a successful entrepreneur.

1.2   Describe the attitudes and qualities that are needed to be a successful entrepreneur.

1.3   Describe how entrepreneurial skills, attitudes and qualities can enable a business to maintain success.

Learning Outcome 2: Understand own strengths as an enterprising person and ways to develop own enterprising characteristics.

2.1   Describe own strengths in terms of enterprising skills, attitudes and qualities.

2.2   Evaluate skills in term of ability to set up and maintain a business/enterprise.

2.3   Agree activities to develop and strengthen own enterprising skills and attitudes.

2.4   Identify how developing own attitudes and behaviors will make the most of enterprise opportunities.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Oral question and answer
- Written description
- Group discussion

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

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Additional Information

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Ethical Issues in Social Policy

Unit Reference	L/504/9706
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about ethics	1.1. Explain what is meant by ethics 1.2. Identify an ethical dilemma and the key issues surrounding it
2. Understand current legislation and policies relating to an ethical dilemma	2.1 Describe the key points of the legislation and policies relevant to the chosen ethical dilemma
3. Be able to appreciate competing views in an ethical debate	3.1 Identify different views on the chosen ethical dilemma 3.2 Draw own conclusion(s)

Ethical Issues in Social Policy – L/504/9706 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about ethics.

1.1   Explain what is meant by ethics.

Answers will broadly state: Ethics represent a moral code that individuals and societies live by. Ethics underpin political viewpoints, religious beliefs and cultural practices in addition to serving as a person's sense of right and wrong.

1.2   Identify an ethical dilemma and the key issues surrounding it.

Answers can consider any current/relevant ethical dilemma including the following examples: abortion debate (is abortion murder? Do women have the right to make the decision to abort a foetus? Under what circumstances? At what age is a foetus considered being living/conscious/able to feel pain and at what point in gestation should abortion be prohibited?), end of life care (Is allowing patients to die murder? Who has the right to decide to allow a patient to die? What actions/inactions are allowable to enable a life to end?), and gene editing (should gene editing only be allowed to eradicate serious, life-shortening conditions? Should other disabilities be eradicated using gene editing? Should gene editing be allowed to utilise only desirable genes?).

Learning Outcome 2: Understand current legislation and policies relating to an ethical dilemma.

2.1   Describe the key points of the legislation and policies relevant to the chosen ethical dilemma.

An example ethical dilemma might focus on equal pay and employment policies. Responses could draw on the issues surrounding pay inequalities and the reasons/arguments as to why men typically are paid more than women for the same work. For example, arguments that support men being paid more are that women often have long-term breaks from work during child rearing years. Discussion of the Equality Act (2010) (which

ensures the right for men and women who undertake the same work to receive the same level of pay and contractual benefits) would be useful. In addition, discussion of maternity/paternity legislation would highlight how equality in work might be achieved. Learners should consider the extent to which the legislation does support equality of pay and rights within employment between the genders.

Learning Outcome 3: Be able to appreciate competing views in an ethical debate.

3.1   Identify different views on the chosen ethical dilemma.

Answers should consider at least two views. The different views discussed can be opposing or a nuanced set of views can be utilised. For example, in the discussion as to whether end of life care decisions to allow a patient to die should be allowed, some doctors may argue that withdrawing food and water to enable a patient who is terminally ill and non-responsive is in the best interests of the patient. Other doctors may argue that allowing a patient in their care to die when death can be prevented fundamentally goes against the Hippocratic Oath.

3.2   Draw own conclusion(s).

Answers should respond to the range of different views and draw conclusions based on which views the learner personally subscribes to and which they disagree with. Reasons as to why the learner supports or disagrees with the views should be explored.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

units. 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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Additional Information

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Health Promotion in Care Settings

Unit Reference	Y/504/8963
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the concept of health promotion	1.1. Outline what is meant by health promotion 1.2. List the services that are involved in health promotion in health and social care 1.3. Explain how to assist individuals to access any of the services involved in health promotion in health and social care 1.4. Outline own role in health promotion 1.5. Describe how they would address the issue of an individual refusing to accept any advice and guidance on health matters 1.6. Discuss how personal preferences and beliefs can have an impact on health promotion
2. Know how to promote principles of a healthy lifestyle	2.1 Outline the differences between own lifestyle and that of an individual they are working with 2.2 Explain the reasons behind the differences 2.3 Describe how the following have an impact on healthy living: (a) Rest

		(b) Healthy eating (c) Exercise (d) Safe sex (e) Smoking (f) Alcohol (g) Drugs (h) Contact with a social world (i) Home/working environment
3. Know about potential conflicts related to health promotion	3.1	Identify situations where the care workers' standards may differ from those of: (a) The individual (b) Other colleagues
	3.2	Discuss the potential conflict that these differences could cause
	3.3	Explain ways of working through these conflicts
4. Know about care workers keeping safe and healthy	4.1	Explain the personal risks to care workers' safety and well-being
	4.2	Outline safeguards that can be implemented to minimise the identified risks
	4.3	Explain why it is necessary to unwind in an appropriate way after a period of work

Supporting Unit Information

Health Promotion in Care Settings – Y/504/8963 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the concept of health promotion.

1.1   Outline what is meant by health promotion.

The process and encouragement of supporting and maintaining activities that lead to an increased improvement and control of a healthy environment and well-being, leading to a healthy lifestyle. As part of the outline, there should be an example.

1.2   List the services that are involved in health promotion in health and social care.

Services including: Preventative health services such as breast cancer screening and smear tests, smoking cessation, obesity prevention services. Health education such as sexual education in schools. Economic regulatory services such as restrictions on the sale of alcohol and cigarettes. Public policies such as the banning of smoking indoors.

1.3   Explain how to assist individuals to access any of the services involved in health promotion in health and social care.

Ensure that individuals have the correct information such as leaflets, ensuring that individuals are able to understand this information and that it is available in an accessible format, obtain relevant contact details of services for the individual, support individuals to overcome any barriers in accessing the services.

1.4   Outline own role in health promotion.

Roles include: encouraging individuals to develop an awareness of their health, encouraging individuals to attend health promotion appointments such as smear tests, ensuring that appropriate leaflets and brochures are provided to individuals to aid health promotion, ensure that you have up to date training and knowledge of health promotion.

1.5   Describe how they would address the issue of an individual refusing

to accept any advice and guidance on health matters.

Actions to take include: Speak to the individual about their concerns and if required discuss the situation with your manager, it may be necessary to obtain guidance from colleagues with specialist knowledge

1.6   Discuss how personal preferences and beliefs can have an impact on health promotion.

If an individual already has a preference or belief about a certain form of health promotion, such as it will definitely work, they may experience an enhanced response beyond the average biological effect of the intervention. On the flip side, if an individual does not believe a form of health promotion will work then they may resist the outcomes.
Other beliefs such as religious beliefs may also have an impact on the forms of health promotion that individual may accept.

Learning Outcome 2: Know how to promote principles of a healthy lifestyle.

2.1   Outline the differences between own lifestyle and that of an individual they are working with.

Differences may including: exercise, diet, smoking, alcohol consumption, amount of sleep, working environment, home environment,

2.2   Explain the reasons behind the differences.

Reasons for differences for differences may include: E.g. an unhealthy diet due to long working hours resulting in fast food and ready meals.
E.g. lack of exercise due to not being able to afford gym membership and not having an understanding of how to exercise effectively.

2.3   Describe how the following have an impact on healthy living:

(a) Rest
Rest is essential in your ability to learn and process memories. It helps restore the body's energy, repair muscles, and release essential hormones.

(b) Healthy eating
A healthy diet can help you reach and maintain a healthy weight, reducing the risk of chronic diseases.

(c) Exercise

Exercise can reduce your risk of major illnesses such as heart disease, stroke, type 2 diabetes and others. It increases self-esteem, mood, sleep quality and energy.

(d) Safe sex
Safe sex reduces the risk of sexually transmitted diseases and unintended pregnancy.

(e) Smoking
Smoking increases the risk of developing more than 50 serious health conditions, some of which can be fatal, such as cancer, heart attack, and stroke.

(f) Alcohol
Alcohol can have a number of effects including expanding blood vessels, changing judgement and decision making and reaction times, liver disease, depression, infertility.

(g) Drugs
Drugs have a range of effects including: reducing inhibitions, paranoia, seizures, addiction, high blood pressure, depression, anxiety.

(h) Contact with a social world
Social support from friends and family can be encouraging when eating a healthy diet. The media can also play an important role in facilitating healthy behaviours.

(i) Home/working environment
Spouses tend to have an influence on each other, such as if one member of relationship quits smoking, the other is likely to do so.

Food available at work has an impact on health living, such as if healthy food is available at the canteen it is easier to maintain a healthy lifestyle. Working environment can have an impact if individual sits at a desk or is on their feet.

Learning Outcome 3: Know about potential conflicts related to health promotion.

3.1   Identify situations where the care workers' standards may differ
          from those of:

(a) The individual
Differences may be due to: Expectations of care, previous care provided at home, Religious beliefs, previous experience

(b) Other colleagues
Differences may be due to: Previous work settings with different

standards, different personal beliefs

3.2   Discuss the potential conflict that these differences could cause.

Conflicts may cause animosity, disagreements or even violence.

3.3   Explain ways of working through these conflicts.

Remaining calm, obtaining advice and guidance, reflecting on practice, working in line with agreed procedures.

Learning Outcome 4: Know about care workers keeping safe and healthy.

4.1   Explain the personal risks to care workers' safety and well-being.

Risks include: Moving and handling accidents, slips and trips, violence, aggression or challenging behaviour, increased stress may cause issues with well-being.

4.2   Outline safeguards that can be implemented to minimise the identified risks.

Ensuring that risk assessments are in place, ensuring that staff are appropriately trained, use of protective clothing, ensuring the safety of equipment, ensuring appropriate supervision and support is in place.

4.3   Explain why it is necessary to unwind in an appropriate way after a period of work.

Unwinding is necessary to reduce work related stress, individuals who are unable to recover in periods between work will be operating on reduced resources therefore work performance will require more effort, the inability to unwind may result in burnout or fatigue, work errors may then occur.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Professional discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Health Psychology

Unit Reference	M/505/0377
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the role of psychology in health	1.1. Define the term 'health' in relation to psychology 1.2. Compare own definition of health to the World Health Organisation definition of health 1.3. Give examples of links between personality and health
2. Know about the medical model approach to health	2.1 Describe the medical model approach to health 2.2 Describe the advantages and disadvantages of the medical model approach to health
3. Know about the bio-psychosocial approach to health	3.1 Describe bio-psychosocial approach to health 3.2 Describe the advantages and disadvantages of the bio-psychosocial approach to health

Supporting Unit Information

Health Psychology – M/505/0377 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about the role of psychology in health.

1.1   Define the term 'health' in relation to psychology.

1.2   Compare own definition of health to the World Health Organisation definition of health.

1.3   Give examples of links between personality and health.

Learning Outcome 2: Know about the medical model approach to health.

2.1   Describe the medical model approach to health.

2.2   Describe the advantages and disadvantages of the medical model approach to health.

Learning Outcome 3: Know about the bio-psychosocial approach to health.

3.1   Describe bio-psychosocial approach to health.

3.2   Describe the advantages and disadvantages of the bio-psychosocial approach to health.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. 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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Additional Information

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Human Health and Disease

Unit Reference	K/504/9762
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the nature of micro-organisms	1.1.	Define the terms infectious disease and pathogen
	1.2.	List the characteristics of: a) Viruses b) Bacteria c) Fungi d) Protoctista
2. Understand the effects of personal behaviour on the spread of infectious diseases	2.1	Identify the methods by which pathogens may be spread
	2.2	Describe the ways in which personal hygiene and the use of antiseptics can prevent the spread of infectious diseases
	2.3	Describe the personal, social, medical and economic problems associated with HIV
3. Understand the impact of medical research and development on the spread of infectious diseases	3.1	Define the terms immunity and immunisation
	3.2	Describe antibody formation resulting from both natural and artificial exposure to antigens
	3.3	Outline the effects of the use of antibodies in the control of a disease

	3.4 List the effects of mass immunisation programmes
	3.5 Outline the long term effects of the over use of antibiotics on pathogen resistance

Human Health and Disease – K/504/9762 – Level 2

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Learning Outcome 1: Understand the nature of micro-organisms.

1.1   Define the terms infectious disease and pathogen.

Infectious disease: a disorder or disease caused by micro-organisms such as bacteria, viruses, fungi invading the body.
Pathogen: a micro-organism such as bacteria, virus or fungi that is harmful and can cause disease.

1.2   List the characteristics of:

   a) Viruses: they adapt well to the host cells, have a head that contains the genetic material that makes it function and spikes to attach to the host cells
   b) Bacteria: they have no nucleus (they are prokaryotic), they have a cell wall and membrane, are covered in pilli (small tube/ hair like projections) they can reproduce in many ways
   c) Fungi: are classed as yeasts or molds and can be unicellular (just one) or multicellular (many cells)
   a) Protoctista: are not classed as any of the above, are just one cell with a nucleus (e.g.amoeba)

Learning Outcome 2: Understand the effects of personal behaviour on the spread of infectious diseases.

2.1   Identify the methods by which pathogens may be spread.

Pathogens spread by being allowed to grow/ multiply and then by being transferred from surface to surface by touch, by person to person by touch or kissing (cross contamination) or by being airborne (sneezing or coughing).

2.2   Describe the ways in which personal hygiene and the use of antiseptics can prevent the spread of infectious diseases.

Personal hygiene and regular washing of the hands and clothes inhibits pathogens from growing on the area and transferring to other surfaces like kitchen worktops or people. Antiseptics work by preventing the micro-organisms from growing and multiplying.

2.3   Describe the personal, social, medical and economic problems associated with HIV.

Learners should ensure that they cover the how stigma and discrimination can make them feel isolated and afraid to ask for help with support services delaying their treatment. Outline how the treatment of the symptoms of the disease may affect their ability to work, leading to loss of income.

Learning Outcome 3: Understand the impact of medical research and development on the spread of infectious diseases.

3.1   Define the terms immunity and immunisation.

Immunity: is having the biological defences to resist and fight infection of unwanted pathological invasion.

Immunisation: This is when a vaccine is administered to stimulate the body's own immune system to fight against an infection or disease.

3.2   Describe antibody formation resulting from both natural and artificial exposure to antigens.

White blood cells (B lymphocytes) are stimulated to produce antibodies when a vaccine or invasion of pathogens occurs (antigen).

3.3   Outline the effects of the use of antibodies in the control of a disease.

The antigen binds to the surface of the antibody which causes it to divide several times over until engulfs and digests the antigen.

3.4   List the effects of mass immunisation programmes.

- Reduces spread of infectious disease
- Reduces number of deaths as a direct result of the infection
- Improves tolerance to pathogens
- Improves quality of life
- Improves survival rates

3.5   Outline the long term effects of the over use of antibiotics on pathogen resistance.

The pathogens will become immune to the antibiotic, therefore surviving and continuing to mature and spread, increasing infectious diseases and creates bacteria that cannot be destroyed. Antibiotics are not selective, therefore will also destroy the good bacteria that is present in the body i.e. digestive tract, which can lead to an imbalance in the gut and later stimulate the overgrowth of bad bacteria, which would lead to other forms of infection.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Group discussion
- Production of artefact

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Human Physiology

Unit Reference	M/504/9763
Level	2
Credit Value	6
Guided Learning	48
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the organisation of the body	1.1.	Identify the levels of organisation in the human body
	1.2.	Name the main body systems
2. Know about the structure and functions of the digestive system	2.1	Describe the role of the main components of a balanced diet
	2.2	Describe the effects of nutritional deficiencies on health
	2.3	Identify the components of the digestive system
	2.4	Describe the process of peristalsis
	2.5	Outline how carbohydrates, fats and proteins are broken down during digestion
	2.6	Describe the process of absorption
3. Know about homeostasis	3.1	Outline the control of body temperature
	3.2	Describe the control of water in the body
	3.3	Outline the effects and treatment of kidney failure

4. Know about the role of hormones in controlling body processes	4.1	Describe the regulation of blood glucose by the pancreas

Human Physiology – M/504/9763 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the organisation of the body.

1.1   Identify the levels of organisation in the human body.

Cells, tissue, organelle, organs, organ system.

1.2   Name the main body systems.

Skeletal, Muscular, Respiratory, Circulatory, Nervous, Endocrine.

Learning Outcome 2: Know about the structure and functions of the digestive system.

2.1   Describe the role of the main components of a balanced diet.

Eatwell Plate, 5 food groups, Fruit and vegetables, Potatoes Bread cereal, Dairy, Beans seeds pulses, Oils spreads. Water. Portion sizes.

2.2   Describe the effects of nutritional deficiencies on health.

Illness and diseases, Skin disorders, Bone growth issues, Osteoporosis, Osteopenia, Anaemia.

2.3   Identify the components of the digestive system.

Large and small molecules, gut, enzymes, absorption of food, oesophagus, small and large intestines.

2.4   Describe the process of peristalsis.

Foods moves through digestive system, contraction of muscle on walls of the gut.

2.5   Outline how carbohydrates, fats and proteins are broken down during digestion.

Duodenum (small intestines), lipids into fatty acids, protein into amino acids, carbohydrates inside cells.

2.6   Describe the process of absorption.

Digested food absorbed into blood stream in small intestines, excess water absorbed back into body via large intestines.

Learning Outcome 3: Know about homeostasis.

3.1   Outline the control of body temperature.

Body temperature 37 degrees, nervous system controls it along with certain hormones.
Responsible for: conduction, convection and radiation.

3.2   Describe the control of water in the body.

The hypothalamus is responsible for creating the sensation of thirst which will stimulate a person to drink if the water level is low. The level of water is controlled to protect cells, content controlled by water loss from lungs: skin (sweat) and urine via the kidneys.

3.3   Outline the effects and treatment of kidney failure.

Kidneys loose ability to filter waste from blood properly
Related to: acute / chronic diseases / severe dehydration / pollutants
Treatment: Dialysis or transplant

Learning Outcome 4: Know about the role of hormones in controlling body processes.

4.1   Describe the regulation of blood glucose by the pancreas.

Pancreas secretes insulin & glucagon. Insulin is secreted to maintain the regulation of glucose if levels are too high. If they drop or go or too low / glucagon is secreted to bring them back to normal.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
* Written question and answer/test/exam

Additional evidence for this unit may include, but is not limited to:
* Case study
* Essay
* Report
* Written description
* Project

All evidence must be clearly signposted and made available for the external moderator upon request.
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Additional Information

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Identifying and Using Grains, Pulses and Dairy Produce in Cooking

Unit Reference	M/504/9603
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the nutritive value of grains, pulses and dairy products	1.1. Describe nutritional aspects of the roles of grains, pulses and dairy products in mixed and vegetarian diets
2. Be able to recognise different types of pulses and grains	2.1 Identify different types of grains, including different types of rice and other grains such as couscous 2.2 Identify different types of pulses used in conventional recipes
3. Use different types of grains, pulses, and dairy foods	3.1. Choose appropriate rice and use rice in four dishes, including sweet and savoury 3.2. Choose appropriate pulses and make four dishes, combining other ingredients appropriately to make a balanced dish 3.3. Make simple flat pasta, e.g., lasagne or tagliatelle 3.4. Use grains such as couscous, bulgar wheat and polenta to produce different simple salads and accompaniments

	3.5.	Use dairy foods and eggs in a range of sweet and savoury dishes and explain the contribution they make to a balanced diet
	3.6.	Evaluate finished products and identify ways of improving
4. Understand principles of health and safety	4.1	Apply health and safety principles in practice

Supporting Unit Information

Identifying and Using Grains, Pulses and Dairy Produce in Cooking – M/504/9603 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the nutritive value of grains, pulses and dairy products.

1.1   Describe nutritional aspects of the roles of grains, pulses and dairy products in mixed and vegetarian diets.

Learning Outcome 2: Be able to recognise different types of pulses and grains.

2.1   Identify different types of grains, including different types of rice and other grains such as couscous.

2.2   Identify different types of pulses used in conventional recipes.

Learning Outcome 3: Use different types of grains, pulses, and dairy foods.

3.1   Choose appropriate rice and use rice in four dishes, including sweet and savoury.

3.2   Choose appropriate pulses and make four dishes, combining other ingredients appropriately to make a balanced dish.

3.3   Make simple flat pasta, e.g., lasagne or tagliatelle.

3.4   Use grains such as couscous, bulgar wheat and polenta to produce different simple salads and accompaniments.

3.5.   Use dairy foods and eggs in a range of sweet and savoury dishes and explain the contribution they make to a balanced diet.

3.6.   Evaluate finished products and identify ways of improving.

Learning Outcome 4: Understand principles of health and safety.

4.1   Apply health and safety principles in practice.

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has two prescribed assessment methods:
- Practical demonstration
- Production of artefact

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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Additional Information

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Imaging Software

Unit Reference	L/502/4613
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Obtain, insert and combine information for images	1.1. Describe what images are needed 1.2. Obtain, input and prepare images to meet needs 1.3. Describe what copyright and other constraints apply to the use of images 1.4. Use appropriate techniques to organise and combine information of different types or from different sources 1.5. Describe the context in which the images will be used 1.6. Describe what file format to use for saving images to suit different presentation methods 1.7. Store and retrieve files effectively, in line with local guidelines and conventions where available
2. Use imaging software tools to create, manipulate and edit images	2.1 Identify what technical factors affecting images need to be taken into account and how to do so 2.2 Select and use suitable techniques to create images

	2.3	Use guide lines and dimensioning tools appropriately to enhance precision
	2.4	Select and use appropriate tools and techniques to manipulate and edit images
	2.5	Check images meet needs, using IT tools and making corrections as necessary
	2.6	Identify and respond to quality problems with images to make sure that they meet needs

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Imaging Software – L/502/4613 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Obtain, insert and combine information for images.

1.1   Describe what images are needed.

1.2   Obtain, input and prepare images to meet needs.

1.3   Describe what copyright and other constraints apply to the use of images.

1.4   Use appropriate techniques to organise and combine information of different types or from different sources.

1.5   Describe the context in which the images will be used.

1.6   Describe what file format to use for saving images to suit different presentation methods.

1.7   Store and retrieve files effectively, in line with local guidelines and conventions where available.

Learning Outcome 2: Use imaging software tools to create, manipulate and edit images.

2.1   Identify what technical factors affecting images need to be taken into account and how to do so.

2.2   Select and use suitable techniques to create images.

2.3   Use guide lines and dimensioning tools appropriately to enhance precision.

2.4   Select and use appropriate tools and techniques to manipulate and edit images.

2.5   Check images meet needs, using IT tools and making corrections as necessary.

2.6   Identify and respond to quality problems with images to make sure that they meet needs.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Essay
- Report
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Introduction to History

Unit Reference	Y/504/9742
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand primary and secondary sources	1.1. Explain what is meant by: a) primary sources b) secondary sources 1.2. Describe the strengths and weaknesses of each type of source in terms of reliability and validity 1.3. Distinguish between first and second hand information in each type of source
2. Know the impact of bias in the study of history	2.1 Explain the effect of bias in historical writing

Introduction to History – Y/504/9742 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand primary and secondary sources.

1.1 Explain what is meant by:

a) Primary sources
Definitions and examples of primary sources related to the topic of study.
Source as primary historical document = contemporary production.
Range of types of primary sources (e.g. letters, photos, legal and court documents, diaries and journals, eyewitness testimony, contemporary newspaper accounts, paintings, other physical sources, records etc.).

b) Secondary sources
Definition of secondary sources/texts – written after the time or at a distance. Including interpretation of events. (E.g. biographies etc. written after the event, any historical interpretation. For example, history essays, history textbooks, journals, etc.).

1.2 Describe the strengths and weaknesses of each type of source in terms of reliability and validity.

The idea of reliability and validity as they apply to sources in History as a discipline.

Key questions to ask of texts (what does this source tell you? How accurate is in in telling you about …?)

Evaluation of sources/texts (who produced them, when, why and for what audience)? What is the provenance of a source, and how do we know? What impact does what we know of the writer have on how we interpret a text? For example, was a writer, directly involved in events; which side were they on? A Bolshevik writing about the Russian Revolution will have a very different perspective to a member of the Tsar's family, or a conscientious objector may have a very different perspective on the First World War to a poet who was killed in action early on.

1.3 Distinguish between first and second hand information in each type

of source.

Description of and classification of sources and texts, direct account, reported information and the inclusion of evidence including images. Whose information is this? Is it an eyewitness account, or has it been gathered after the events?

Learning Outcome 2: Know the impact of bias in the study of history.

2.1   Explain the effect of bias in historical writing.

Types of different historical writing, for example, social, political, economic.

What would an unbiased history look like?
Examples of different perspectives from a range of historians, eg over different time periods and from different political perspectives e.g. Marxist, right-wing revisionist.

Recognising and describing bias, including in the choice of vocabulary and evidence. Effects of bias including relationship to particular regimes and time periods (eg Nazi Germany, Elizabethan England).

Beginning to use the skills of historiography to compare the views of different historians based on the evidence within their work.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

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

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Professional discussion

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Additional Information

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Introduction to Sociology

Unit Reference	Y/504/9711
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know about sociological topics	1.1.	Describe a range of sociological topics
2. Know about key theories in the study of sociology	2.1 2.2	Describe a range of sociological theories Compare the key differences between sociological theories
3. Be able to carry out sociological research	3.1 3.2 3.3 3.4	Select an area of sociological interest for research Choose appropriate research methods Carry out research on a sociological issue Identify problems that arise during research

Introduction to Sociology – Y/504/9711 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about sociological topics.

1.1   Describe a range of sociological topics.

Topics may include:
culture and identity, crime and deviance, family and relationships, belief systems, political structures, stratification and deviance, health, welfare, any other valid sociological topic.
A range should cover at least three topics and the description should take into account the key concerns/issues that are addressed by sociologists. For example, sociologists interested in culture might explore the connections between perceived high and low cultures and class levels within society. They may be interested in accessibility to high culture within 'disadvantaged areas' or amongst minority groups.
A sociologist interested in crime and deviance might explore the levels of crimes committed by different classes and their wider impact on society – for example burglary and muggings are generally crimes committed by those at the lower end of the class hierarchy while embezzlement is a typically crime committed by professionals at the mid to higher end of society.
The likelihood is that an act of embezzlement will have a wider net of victims than an individual crime of mugging. However, often crimes such as muggings are perceived to be more serious/severe within popular opinion and perpetrators of muggings are generally denigrated more aggressively.

Learning Outcome 2: Know about key theories in the study of sociology.

2.1   Describe a range of sociological theories.

Answers should explore at least three theories and their key concepts/concerns. Any sociological theory can be described including: Functionalism, Constructionism, Marxism, Feminism, Positivism, Interpretivism, Interactionism, Labelling Theory, Conflict Theory, etc.

2.2   Compare the key differences between sociological theories.

Answers might compare umbrella theories such as Marxism and Feminism and explore the different views that they might have on a sociological aspect (such as power, culture, identity etc.). Or they might consider sub-theories within an umbrella theory (for example a range of sub interactionist theories such as those presented by George Herbert Mead, Max Weber and Herbert Blumer) and how they differ.

Learning Outcome 3: Be able to carry out sociological research.

3.1   Select an area of sociological interest for research.

Appropriate sociological topics are those that will enable learners to engage with primary and secondary data. Health related topics might include a study on how males and females view spending on reproductive treatments within the NHS. Or perceptions of cost/benefit equations in relation to expenditure on a set of treatment pathways – exploring which treatment is considered most necessary/viable/ worthwhile. Media topics might include consideration of the presentation of domestic violence as a crime typically perpetrated by men towards women and the implications this has for male victims in heterosexual and homosexual relations.

3.2   Choose appropriate research methods.

Methods should include utilising both primary and secondary data and quantitative and qualitative methods of research: Learners might use: questionnaires, interviews, case studies, observations, official documents and statistics, media documents, experiments, any other valid method of data gathering.

3.3   Carry out research on a sociological issue.

Answers should utilise appropriate methods, record results in an appropriate manner (tables, charts, graphs, observation overview, case study synopsis etc.), offer an analysis and findings on the research topic.

3.4   Identify problems that arise during research.

Answers are likely to consider: access to information, access to an appropriate sample, ethical considerations, interpretation bias, the relative 'newness' of the topical area (how much research has already been undertaken), any other valid problem. ('Time' should not be considered a problem as an appropriate topic should take into account what is achievable in the time allocated to the assignment).

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Project
- Group discussion

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Additional Information

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IT Communication Fundamentals

Unit Reference	D/502/4292
Level	2
Credit Value	2
Guided Learning	15
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Use a variety of sources of information to meet needs	1.1. Use appropriate sources of IT-based and other forms of information to meet needs 1.2. Identify different features of information 1.3. Recognise copyright constraints on the use of information
2. Access, search for, select and use internet-based information and assess its fitness for purpose	2.1 Access, navigate and search internet sources of information purposefully and effectively 2.2 Use appropriate search techniques to locate and select relevant information 2.3 Outline how the information meets requirements and is fit for purpose
3. Select and use IT to communicate and exchange information	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication 3.2 Use IT tools to maintain an address book and schedule activities

IT Communication Fundamentals – D/502/4292 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Use a variety of sources of information to meet needs.

1.1   Use appropriate sources of IT-based and other forms of information to meet needs.

1.2   Identify different features of information.

1.3   Recognise copyright constraints on the use of information.

Learning Outcome 2: Access, search for, select and use Internet-based information and assess its fitness for purpose.

2.1   Access, navigate and search Internet sources of information purposefully and effectively.

2.2   Use appropriate search techniques to locate and select relevant information.

2.3   Outline how the information meets requirements and is fit for purpose.

Learning Outcome 3: Select and use IT to communicate and exchange information.

3.1   Create, access, read and respond appropriately to e-mail and other IT-based communication.

3.2   Use IT tools to maintain an address book and schedule activities.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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

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Additional Information

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IT Software Fundamentals

Unit Reference	R/502/4385
Level	2
Credit Value	3
Guided Learning	20
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Select and use appropriate software applications to meet needs and solve problems	1.1. Describe what types of information are needed 1.2. Select and use software applications to develop, produce and present different types of information to meet needs and solve problems
2. Enter, develop, combine and format different types of information to suit its meaning and purpose	2.1 Enter, organise, refine and format different types of information, applying editing techniques to meet needs 2.2 Use appropriate techniques to combine image and text components 2.3 Combine information of different forms or from different sources 2.4 Select and use appropriate page layout to present information effectively
3. Present information in ways that are fit for purpose and audience	3.1 Work accurately and proof-read, using software facilities where appropriate 3.2 Identify inconsistencies or quality issues with the presentation of information 3.3 Produce information that is fit for purpose and audience using accepted layouts and

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		conventions as appropriate
4. Evaluate the selection and use of IT tools and facilities to present information	4.1	Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements
	4.2	Review the effectiveness of the IT tools selected to meet needs in order to improve future work

IT Software Fundamentals – R/502/4385 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Select and use appropriate software applications to meet needs and solve problems.

1.1   Describe what types of information are needed.

1.2   Select and use software applications to develop, produces and present different types of information to meet needs and solve problems.

Learning Outcome 2: Enter, develop, combine and format different types of information to suit its meaning and purpose.

2.1   Enter, organise, refine and format different types of information, applying editing techniques to meet needs.

2.2   Use appropriate techniques to combine image and text components.

2.3   Combine information of different forms or from different sources.

2.4   Select and use appropriate page layout to present information effectively.

Learning Outcome 3: Present information in ways that are fit for purpose and audience.

3.1   Work accurately and proof-read, using software facilities where appropriate.

3.2   Identify inconsistencies or quality issues with the presentation of information.

3.3   Produce information that is fit for purpose and audience using accepted layouts and conventions appropriate.

Learning Outcome 4: Evaluate the selection and use of IT tools and facilities to present information.

4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience and inform future judgments.

4.2 Review the effectiveness of the IT tools selected to meet needs in order to improve future work.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Practice file

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Life Processes and Living Things

Unit Reference	Y/505/4682
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

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

5. Understand the structure and function of a key plant system	5.1	Describe the structure and function of a key plant system
6. Understand the structure and function of a key animal system	6.1	Describe the structure and function of a key animal system

Supporting Unit Information

Life Processes and Living Things – Y/505/4682 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the nature of biological science.

1.1   Define key attributes of living organisms.

Define the MRS GREN in relation to living organisms:
   a) Movement
   b) Respiration
   c) Sensitivity
   d) Growth
   e) Reproduction
   f) Excretion
   g) Nutrition.

1.2   Describe growth and reproductive strategies of selected organisms.

Identify the Characteristics of r- and K-selected organisms such as Bacteria or salmon for r- strategy organisms and elephants or parrots for K- selected organisms.

Learning Outcome 2: Know about animal, plant and bacterial cells.

2.1   Describe the structure and function of typical animal, plant and bacterial cells.

Highlight the organelles in each of the cells and describe the structure to function in specific examples. This may be discussed in examples such as muscle cells having mitochondrion in abundance.

2.2   Describe the principles of diffusion, osmosis and active transport.

Discuss simple diffusion, active transport and osmosis in relation to energy required and concentration gradients.

2.3   Define the principles of enzyme action.

Identify that enzymes are proteins and their role as biological catalysts.

Define the lock and key theory of enzymes along with how pH and temperature can denature enzymes.

Rates of reactions should be discussed and optimum conditions should be identified for enzymes to work.

Learning Outcome 3: Understand inheritance.

3.1 Describe the process of monohybrid inheritance.

Define recessive and dominant alleles, apply this to homozygous and heterozygous examples in monohybrid test crosses.

3.2 Describe the principles of natural and artificial selection.

Define and give examples of evolution, in relation to natural selection and how different characteristics can be developed in plants, in selective breeding.

Learning Outcome 4: Understand how organisms interact with the environment and each other.

4.1 Define a range of key ecological terms.

Define terms such as ecosystem, producer, consumer (primary, secondary and tertiary), community, interdependence, populations and species.

4.2 Describe energy flow through a simple food chain.

Produce a food web demonstrating energy flow in a simple food chain, showing a starting point of solar energy through trophic levels.

4.3 Describe a selected example of evolution.

Explain an example of evolution, such as antibiotic-resistant bacteria.

Describe how mutations result in some bacteria becoming resistant to antibiotics, such as penicillin. Methicillin-resistant staphylococcus aureus (MRSA) could be discussed in relation to superbugs and antibiotic resistance.

4.4 Describe the role of micro-organisms in nutrient recycling.

Explain the role that bacteria and fungi have in decomposing dead matter and how this benefits other living organisms. The carbon, water and nitrogen cycle should be discussed.

Learning Outcome 5: Understand the structure and function of a key plant system.

5.1   Describe the structure and function of a key plant system.

Identify the key structures of a plant's transport system, this should detail: -

Xylem and phloem, including how water, minerals, amino acids and sugars are distributed and relocated in the plant.

Photosynthesis and gas exchange should also be discussed to demonstrate the structure of leaves to the benefits of its role e.g. large surface areas – for the absorption of light to be at its peak.

Learning Outcome 6: Understand the structure and function of a key animal system.

6.1   Describe the structure and function of a key animal system.

Identify key structures of an animal system, from the body systems listed below: -
 a) Circulatory system
 b) Respiratory system
 c) Digestive system
 d) Endocrine system
 e) Immune system
 f) Muscular and skeletal system
 g) Nervous system
 h) Urinary system.

The organ system, organs, tissues and cells should be referred to and fully described in detail, explaining the structure to function in each case.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Practical demonstration
- Group discussion

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

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Additional Information

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Making and Storing Baked Products

Unit Reference	F/505/4787
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	

1. Know preparation methods for baked products	1.1	Describe common preparation methods for different types of:
		    a) cakes
		    b) pastry
		    c) biscuit
		    d) bread

	1.2	Describe equipment used in the preparation of baked products
	1.3	Define the purpose of equipment in the preparation of baked products
2. Be able to follow recipes for baked products	2.1	Select and measure ingredients for recipes
	2.2	Use equipment for baked products
	2.3	Describe the importance of cooking temperature and duration for baked products
	2.4	Define how to achieve required colour, texture and taste in a given recipe
3. Know how to store baked products	3.1	Describe appropriate storage methods for different types of baked product

	3.2 Store finished items to ensure maximum freshness

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Making and Storing Baked Products – F/505/4787 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know preparation methods for baked products.

1.1   Describe common preparation methods for different types of:
      a) cakes
      b) pastry
      c) biscuit
      d) bread

1.2   Describe equipment used in the preparation of baked products.

1.3   Define the purpose of equipment in the preparation of baked products.

Learning Outcome 2: Be able to follow recipes for baked products.

2.1   Select and measure ingredients for recipes.

2.2   Use equipment for baked products.

2.3   Describe the importance of cooking temperature and duration for baked products.

2.4   Define how to achieve required colour, texture and taste in a given recipe.

Learning Outcome 3: Know how to store baked products.

3.1   Describe appropriate storage methods for different types of baked product.

3.2   Store finished items to ensure maximum freshness.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Group discussion
- Witness testimony
- Examination of products of work.

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Additional Information

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Materials and their Properties

Unit Reference	H/505/4684
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the nature of chemistry and the main types of chemical reaction	1.1	Describe several chemical processes
	1.2	Use simple balanced chemical equations to represent reactions
	1.3	Describe the changes taking place in oxidation and reduction in terms of addition and removal of a non-metal
	1.4	Assess the pH of a solution
	1.5	Describe the process of neutralisation
	1.6	Describe the use of thermal decomposition within industry
2. Understand atomic structure and bonding	2.1	Describe the structure of the atom in terms of relative atomic mass and charge
	2.2	Describe the difference between elements, compounds and mixtures
	2.3	Define and give an example of ionic bonding
	2.4	Define and give an example of covalent bonding

3. Know about the periodic table	3.1	Describe the general trends and patterns within the periodic table
	3.2	Differentiate common elements from their proton number or chemical symbol
	3.3	Describe the properties of elements of Groups one and seven
	3.4	Use the reactivity series of metals to predict the results of simple experiments
4. Understand rates of reaction	4.1	Describe the progress of reaction in terms of kinetic theory
	4.2	Describe factors affecting the rate of reaction

Materials and their Properties – H/505/4684 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the nature of chemistry and the main types of chemical reaction.

1.1   Describe several chemical processes.

A chemical process is a method or means of changing one or more chemicals or chemical compounds. Such a chemical process can occur by itself or be caused by an outside force. It involves a chemical reaction of some sort.
Examples include: Distillation, Hydration, Hydrogenation, Hydrolysis, Oxidation, Reduction.

1.2   Use simple balanced chemical equations to represent reactions.

- Name elements from symbols.
- Write symbols from chemical names.
- Write formulae of simple compounds.
- Name compounds from given formulae.
- Write word equations, formulae and balanced chemical equations for simple chemical reactions.

1.3   Describe the changes taking place in oxidation and reduction in terms of addition and removal of a non-metal.

Oxidation is the loss of electrons and reduction is the gain of electrons. Explain reduction and oxidation in terms of loss or gain of oxygen.
For example: metals react with oxygen to produce metal oxides. The reactions are oxidation reactions because the metals gain oxygen. Reduction involves the loss of oxygen.

1.4   Assess the pH of a solution.

The pH scale, from 0 to 14, is a measure of the acidity or alkalinity of a solution.

Use a range of methods (for example, litmus paper, pH probe, universal indicator) to assess the pH of a solution.

1.5   Describe the process of neutralisation.

A solution with pH 7 is neutral. Aqueous solutions of acids have pH values of less than 7 and aqueous solutions of alkalis have pH values greater than 7.
In neutralisation reactions between an acid and an alkali, hydrogen ions react with hydroxide ions to produce water. This reaction can be represented by the equation: H+(aq) + OH-(aq) => H2O(l)

1.6   Describe the use of thermal decomposition within industry.

Thermal decomposition is a chemical reaction where heat causes a substance to break into two or more different substances. The heat is used to break down the bonds holding the atoms of the original molecules together, so the reaction usually consumes more heat energy than it releases. The most common materials that undergo thermal decomposition are metal carbonates.

There are cases where thermal decomposition releases heat, even though it requires external input to start the reaction. In such cases, the reaction can begin to fuel itself.

Learning Outcome 2: Understand atomic structure and bonding.

2.1   Describe the structure of the atom in terms of relative atomic mass and charge.

Atoms are very small, having a radius of about 0.1 nm (1 x 10-10 m). The radius of a nucleus is less than 1/10 000 of that of the atom (about 1 x 10-14 m).
Almost all of the mass of an atom is in the nucleus which consists of neutrons and protons.
The sum of the protons and neutrons in an atom is its mass number.
Atoms of the same element can have different numbers of neutrons; isotopes.
The relative atomic mass of an element is an average value that takes account of the abundance of the isotopes of the element.
Protons have a relative charge of +1, electrons have a charge of -1.
Calculate the numbers of protons, neutrons and electrons in an atom, given its atomic number and mass number.

2.2   Describe the difference between elements, compounds and mixtures.

Chemical elements consist of atoms of only one kind.
Compounds consist of two, or more, elements which are chemically bonded.
Mixtures consists of several elements and/or compounds which are mixed together.

2.3   Define and give an example of ionic bonding.

Ionic bonding occurs in compounds formed from metals combined with non-metals. When a metal atom reacts with a non-metal atom, electrons in the outer shell of the metal atom are transferred. Metal atoms lose electrons to become positively charged ions. Non-metal atoms gain electrons to become negatively charged ions. The ions produced by metals in Groups 1 and 2 and by non-metals in Groups 6 and 7 have the electronic structure of a noble gas (Group 0). The electron transfer during the formation of an ionic compound can be represented by a dot and cross diagram.
For example: sodium chloride

2.4   Define and give an example of covalent bonding.

When atoms share pairs of electrons, they form covalent bonds. These bonds between atoms are strong. Covalently bonded substances may consist of small molecules. Covalent bonding occurs in most non-metallic elements and in compounds of non-metals.
Examples include: hydrogen, chlorine, oxygen, nitrogen, hydrogen chloride, water, ammonia and methane.

Learning Outcome 3: Know about the periodic table.

3.1   Describe the general trends and patterns within the periodic table.

Using the names and symbols of the first 20 elements in the periodic table, the elements in Groups 1 and 7:
- name compounds of these elements from given formulae or symbol equations
- explain how the position of an element in the periodic table is related to the arrangement of electrons in its atoms and hence to its atomic number
- explain how the reactions of elements are related to the arrangement of electrons in their atoms and hence to their atomic number
- write word equations for reactions
- write formulae and balanced chemical equations for reactions.

3.2   Differentiate common elements from their proton number or chemical symbol.

Atoms of the same element can have different numbers of neutrons; isotopes of that element.
Calculation of the numbers of protons, neutrons and electrons in an atom or ion, given its atomic number and mass number.

3.3   Describe the properties of elements of Groups one and seven.

Describe the properties and use the names and symbols of the elements in Groups one and seven. Name compounds of these elements from given formulae or symbol equations.

For example: The elements in Group seven (the halogens) have similar reactions because they all have seven electrons in their outer shell. The halogens are non-metals and consist of molecules made of pairs of atoms. The further down the group an element is the higher its relative molecular mass, melting point and boiling point. The reactivity of the elements decreases going down the group. A more reactive halogen can displace a less reactive halogen from an aqueous solution of its salt.

3.4   Use the reactivity series of metals to predict the results of simple experiments.

Predict possible reactions and probable reactivity of elements from their positions in the periodic table. For example, the reactions of the first three alkali metals with oxygen, chlorine and water.

Learning Outcome 4: Understand rates of reaction.

4.1   Describe the progress of reaction in terms of kinetic theory.

Kinetic theory explains how various factors affect rates of reactions. Chemical reactions occur only when reacting particles collide with each other and with sufficient energy. The minimum amount of energy that particles must have to react is called the activation energy.

4.2   Describe factors affecting the rate of reaction.

Increasing the concentration of reactants in solution, the pressure of reacting gases, and the surface area of solid reactants increases the frequency of collisions and so increases the rate of reaction.
Explain the effects of changes in the size of pieces of a reacting solid in terms of surface area to volume ratio

Increasing the temperature increases the frequency of collisions and makes the collisions more energetic, and so increases the rate of reaction. Use simple ideas about proportionality when using collision.

Catalysts change the rate of chemical reactions but are not used up during the reaction. Different reactions need different catalysts.
For example: enzymes act as catalysts in biological systems.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
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Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Written description
- Project

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Additional Information

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Nutrition and Weight Management

Unit Reference	T/504/8968
Level	2
Credit Value	6
Guided Learning	48
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of adequate nutrition	1.1. Describe the function of: (a) Carbohydrate (b) Fat (c) Protein (d) Water (e) Vitamins (f) Minerals 1.2. Identify common dietary sources of: (a) Carbohydrate (b) Fat (c) Protein (d) Water (e) Vitamins (f) Minerals 1.3. Describe the link between nutrition and disease
2. Know about the components of a healthy diet	2.1 Outline government guidelines for: (a) Energy (b) Fat (c) Protein (d) Carbohydrate (e) Alcohol intake 2.2 Describe how to decrease the following in a diet: (a) Fat (b) Sugar

		(c) Salt
	2.3	Describe how to increase fibre content in a diet
	2.4	Outline current dietary guidelines
	2.5	Identify the five food groups
	2.6	Give examples of preferred food choices in each of the five food groups
3. Be able to give recommendations for healthy eating in and away from the home	3.1	Explain healthy food options when eating at home
	3.2	Explain healthy food options for different occasions when eating away from home
	3.3	Assess different diets giving recommendations for improvement
4. Know about effective methods of weight loss	4.1	Define obesity
	4.2	Outline the health risks of excess body fat
	4.3	Describe the energy balance equation
	4.4	Describe the characteristics of an effective weight management programme
	4.5	Identify weight loss myths and problems linked to some diet products
5. Be able to plan a weight management programme for a selected individual	5.1	Collect information to plan a weight management programme
	5.2	Identify suitable goals for the weight management programme
	5.3	Plan a three week weight management programme incorporating exercise and dietary modifications

Nutrition and Weight Management – T/504/88968 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the importance of adequate nutrition.

1.1   Describe the function of:

(a) Carbohydrate – Answer will broadly state: Carbohydrates are the main source of energy needed for physical activity, efficient operation of the body's organs and brain function. They also play a role in ensuring waste removal.
(b) Fat – Answers will broadly state: fats are needed to provide a source of energy, maintain body temperature, and provide a store of fat during periods of starvation, aid in the absorption of certain nutrients.
(c) Protein – Answer will broadly state: proteins are responsible for building and repairing muscles, supporting the immune system, producing hormones and enzymes and providing energy.
(d) Water – Answers will broadly state: water is needed to ensure that cells function efficiently, to metabolises food, regulate temperature and to carry nutrients around the body and to remove toxins from the body.
(e) Vitamins – Answers will broadly state – numerous roles including supporting the immune system, strengthening bones and teeth, converting food into energy, enhancing the function of cells. Specific examples can be provided such as Vitamin A helps maintain healthy bones.
(f) Minerals - Answers will broadly state – numerous roles including supporting the immune system, making hormones, transmitting nerve impulses, strengthening bones and teeth. For example, potassium regulates fluid balance and nerve transmission.

1.2   Identify common dietary sources of:

(a) Carbohydrate – Answers may include: Potatoes, pasta, rice, bread, etc.
(b) Fat – Answers may include: meat, dairy, nuts, eggs, avocados etc.
(c) Protein – Answers may include: meat, fish, nuts, beans, Quorn, cheese, etc.

(d) Water – Answers may include: juices, fruit and vegetables, soup, drinking water, etc.
(e) Vitamins – Answers may include: fruit and vegetables (vitamins A and C), cereals (vitamin B), dairy (B12), meat (B6 and B12)
(f) Minerals - Answers may include: fruit and vegetables (potassium, magnesium, iron) cereals and grains (magnesium, zinc, iron), milk (calcium), meat (iron)

1.3   Describe the link between nutrition and disease.

Answers will broadly state: A healthy balance of each of the food groups provides the body with all the nutrients it needs to maintain healthy function and ward off disease. Imbalances of nutrient consumption can cause conditions that result in disease. For example, too much saturated and trans fats can result in heart disease and increase risk of strokes, too much sugar in the diet can result in diabetes and tooth decay. Too little of key nutrients can also result in diseases. For example, too little calcium and vitamin A can result in osteoporosis and too little fruit and vegetables (as sources of vitamin C) in the diet can result in scurvy.

Learning Outcome 2: Know about the components of a healthy diet.

2.1   Outline government guidelines for:

(a) Energy: Answers will broadly state that adult males should consume 2500 Kcal/day and females should consume 2000 kcal/day. They recommend increasing calorie intake for children up until the age of 11 when it matches adult intake. They recommend a reduction of energy intake after the age of 64.
(b) Fat: Answers will broadly state that the government recommends that adult males consume no more than 97g/day of fat and that females consume no more than 78g/day.
(c) Protein: Answers will broadly state that the government recommends that adult males should consume 55.5g/day and females should consume 45g/day of protein.
(d) Carbohydrate: Answers will broadly state that the government recommends that adult males should consume at least 333 g/day and females should consume 267 g/day of carbohydrates.
(e) Alcohol intake. Answers will broadly state that the recommended alcohol intake is no more than 14 units which should be consumed over several sittings.
(Useful source: https://www.gov.uk/government/publications/the-eatwell-guide)

2.2   Describe how to decrease the following in a diet:

(a) Fat: Answers may include: use fat-free or reduced fat products (semi-skimmed milk, soya milk, low fat cheese), eat lean meat and less red meat, avoid frying food, eat more fruits and vegetables, avoid foods high in saturated fat, etc.

(b) Sugar: Answers may include: moderate intake of foods high in sugar (sweets, cake, fizzy drinks), consume sugar free beverages, do not add sugar to food/drink, eat fresh fruit and vegetables which contain healthier sugars than cane sugar, avoid processed foods, prepare food from fresh ingredients, etc.

(c) Salt: Answers may include: moderate intake of foods high in salt (processed foods, pre-prepared sauces etc), do not add salt to your food, use fresh foods rather than preserved foods, etc.

2.3   Describe how to increase fibre content in a diet.

Answer will broadly state: 30 g/day of fibre can be achieved through consuming fibre-rich foods such as cereals, whole grains, vegetables and fruit, and pulses.

2.4   Outline current dietary guidelines.

Answers will broadly state that the recommended intake of fibre is 30g/day for males and females.

2.5   Identify the five food groups.

Answer: carbohydrate, protein, fibre, fats/sugars, vitamins and minerals.

2.6   Give examples of preferred food choices in each of the five food groups.

Answers will provide personal preferences within each food group and may include: carbohydrate - pizza, bread, pasta etc; protein - chicken, baked beans, omelette, etc; fats - avocado, chocolate, nuts, etc; fruit and vegetables - strawberries, banana, carrots etc; dairy - milk, cheese, yogurt, etc.

Learning Outcome 3: Be able to give recommendations for healthy eating in and away from the home.

3.1   Explain healthy food options when eating at home.

Answers may include: eating a balanced diet that complies with the daily recommended intake of each of the key food groups, including eating at least five portions of fruit and vegetables a day. Seek to use fresh ingredients to maximise on the nutritional value of the food. Avoid foods high in saturated fats, sugars and salt. Only eat processed foods in

moderation as they are less nutritionally rich. Avoid missing meals. Eat only when hungry.

3.2   Explain healthy food options for different occasions when eating away from home.

Answers may include: When ordering at a restaurant or fast food chain (for example McDonalds) you can often see the calorie value of the food so can make food choices based on those which are most healthy and enable you to stay within your daily intake. When at a party you should eat foods high in sugar and fat (sweets, cake, fizzy drinks) in moderation. When preparing a picnic you can choose to include healthy options such as fruit and vegetables.

3.3   Assess different diets giving recommendations for improvement.

Answers may explore a daily or weekly diet and outline how each of the diets could increase intake of key foods (for example, add five portions of fruit of vegetables, increase cereal/grain intake to provide more fibre, increase dairy intake to increase calcium) or reduce (for example, reduce the intake of fizzy drinks to avoid teeth decay or risk of obesity). Or answers may consider diets of particular types of people such as an athlete, office worker, and teenager considering improvements.

Learning Outcome 4: Know about effective methods of weight loss.

4.1   Define obesity.

Answers will broadly state: A BMI of over 30 or 20% over the weight/height ratio. A person who has high fat content.

4.2   Outline the health risks of excess body fat.

Answers may include: there are increased risks of conditions such as heart disease, type 2 diabetes, certain cancers and stroke. (Useful resource: https://www.nhs.uk/conditions/obesity/#risks-of-obesity)

4.3   Describe the energy balance equation.

Answers will broadly state: food and drink that is consumed = energy/ calories in and the energy/calories that the body burns = weight out. Weight remains stable when the amount of energy in matches the energy out. Increases in weight occur when more energy is consumed than is burned.

4.4   Describe the characteristics of an effective weight management

programme.

Answers may include: A healthy weight can be maintained by ensuring that no more than 2500 kcal/day for males and 2000 kcals/day for women are consumed. Around 30 mins of physical activity should be undertaken each day. Each of the five food groups should be consumed at the appropriate level each day. Safety should always be a key consideration.

4.5   Identify weight loss myths and problems linked to some diet products.

Answers may refer to: crash diets as they often result in limited and short-lived weight loss and weight gain when normal eating levels are resumed. Starvation diets cause the body to miss out on essential nutrients and can result in short term and long-term health conditions. Slimming pills can be dangerous to use for some people – including pregnant and breast-feeding women and those with health issues. (Useful source: https://www.nhs.uk/live-well/healthy-weight/ten-weight-loss-myths/)

Learning Outcome 5: Be able to plan a weight management programme for a selected individual.

5.1   Collect information to plan a weight management programme.

Answers may include: taking into account the daily and weekly diet of the individual, assessing their daily/weekly physical activity levels, assessing their work and home life to identify how a healthy eating regime and exercise regime can fit in, calculating the appropriate daily intake of energy, assessing the physical levels of fitness and ability.

5.2   Identify suitable goals for the weight management programme.

Answers will be individualised but should recognise that a healthy weight management programme should consider the age, ability, general health and time/lifestyle of an individual. Goals should be realistic and safe.

5.3   Plan a three week weight management programme incorporating exercise and dietary modifications.

Answers will be individualised but should recognise that a healthy weight management programme should consider the age, ability, general health and time/lifestyle of an individual. Goals should be realistic and safe.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Nutrition, Performance and Healthy Eating

Unit Reference	M/504/8970
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

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

Nutrition, Performance and Healthy Eating – M/504/8970 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the function of food.

1.1   Explain the main functions of food.

Answers may include: provide energy, support the immune system, ensure healthy function of organs, support good brain function, enable growth and development, maintain strong bones and muscles, and enables the body to heal itself.

1.2   Outline the basic principles of digestion and absorption.

Answer will broadly state: Digestion is the process where large molecules are broken down into smaller molecules so that they can be absorbed into the blood where they can then be transported around the body. Enzymes within the gut enable different foods to be digested. Amylase aids the digestion and absorption of starch, carbohydrase breaks down carbohydrates, protease aids the digestion =and absorption of protein and lipase aids the digestion and absorption of lipids (fats). The sugars, amino acids and fatty acids/glycerol etc that are produced during the digestive reactions are then absorbed into the bloodstream.

1.3   Summarise the components of food and how these are needed in everyday diets.

Answers may include: Carbohydrate – Carbohydrates are the main source of energy needed for physical activity, efficient operation of the body's organs and brain function. They also play a role in ensuring waste removal. Fats – fats are needed to provide a source of energy, maintain body temperature, and provide a store of fat during periods of starvation, aid in the absorption of certain nutrients. Protein –proteins are responsible for building and repairing muscles, supporting the immune system, producing hormones and enzymes and providing energy. Water – water is needed to ensure that cells function efficiently, to metabolises food, regulate temperature and to carry nutrients around the body and to remove toxins from the body. Vitamins and minerals – vitamins and

minerals have numerous roles including supporting the immune system, strengthening bones and teeth, converting food into energy, enhancing the function of cells, making hormones, transmitting nerve impulses. Fibre – aids in maintaining healthy digestion and weight control.

Learning Outcome 2: Understand the relationship between food and health.

2.1   Discuss the concept of a balanced diet.

Answers will broadly state: A balanced diet should include the daily recommended consumption of all of the major food groups. For example, five portions of fruit and vegetables, 8 glasses of water, 55g (male) 45g (female) of protein, etc. Foods high in saturated and trans fats and those that are high in salt and sugar should be avoided.

2.2   Describe different sorts of diets.

Answers may list different groups of people and the diets that would best suit their needs. For example, a long-distance runner will require a diet high in carbohydrate and protein to ensure they have adequate energy and to support the development of lean muscle. A pregnant woman will need a diet rich in vitamins A, C and D, Folic Acid, calcium and Iron to prevent them from becoming anaemic and to ensure that their bones and teeth are healthy and to protect against birth defects in the foetus (such as spina bifida).

2.3   Discuss ways of promoting healthy eating.

Answers may include: teach healthy eating to children from a young age, parents and adults should act as role models for healthy eating habits, provide education on a range of healthy eating options to provide choice, provide budget-friendly recipes for healthy eating, etc.

Learning Outcome 3: Understand the basic principles of weight control.

3.1   Describe the principles of:

(a) Fat weight loss - Answers will broadly state: Eat a balanced diet that includes all of the main food groups at their recommended levels, avoid foods high in saturated and trans fats, sugars and salt, increase physical activity to burn more calories, reduce calorie intake (at healthy levels), time nutrient intake to ensure maximal benefit to the body, etc.
(b) Lean weight gain - Answers will broadly state: Increase intake of protein to increase muscle growth and repair, take in a caloric surplus (no

more than 500 calories) to increase muscle growth, undertake weight lifting exercises.

(c) Weight maintenance - Answers will broadly state: to ensure weight maintenance calorie intake should match energy expenditure. Maintaining a balanced diet and exercising regularly will enable this.

3.2   Describe the links between exercise and weight control.

Answers will broadly state: In order to maintain a healthy weight it is important that the amount of energy taken into the body is expelled from the body. Exercise is a key way to ensure the adequate expenditure of energy to maintain a healthy weight. When there is too little physical activity an individual will put on weight/mass. If an individual expends more energy via exercise than they take in then they will either lose weight or convert weight from fat lose into muscle gain.

3.3   Design practical exercise sessions.

Answers should consider at least two types of exercise programme to ensure fat weight loss, lean weight gain or weight maintenance.

Learning Outcome 4: Understand why a balanced diet is required to maximise performance.

4.1   Explain why a balanced diet is required to maximise performance.

Answers may broadly state: A balanced diet ensures that the body has all of the key nutrients required to maintain the efficient function of cells and organs, to promote growth and development of strong bones and muscles and to ward off disease. Students may use specific examples to explain how particular food components can maximise performance: For example, when the body is healthy this ensures that it can perform at optimal levels in order to maximise both physical and mental performance. For example, an athlete is more likely to perform well when they have consumed an adequate supply of carbohydrates which will release the energy required to run, swim, and cycle at their optimum pace and /or to maintain stamina. Adequate protein intake ensures the development and repair of muscles to power physical activity. Consuming iron-rich foods ensures that blood absorbs enough oxygen to power all of the cells in the body.

Teaching Strategies and Learning Activities

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learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Practical demonstration
- Group discussion
- Production of artefact

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

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Additional Information

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Personal Physical Fitness

Unit Reference	H/505/1333
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to assess their own physical fitness levels	1.1. Produce own individual fitness profile 1.2. Review own physical fitness in relation to specific physical and sporting activities
2. Be able to follow strategies to improve own fitness	2.1 Design a personal training programme 2.2 Follow the programme 2.3 Keep a diary of effectiveness of exercises undertaken to improve fitness levels 2.4 Review the effectiveness of different forms of exercise

Personal Physical Fitness – H/505/1333 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand how to assess their own physical fitness levels.

1.1   Produce own individual fitness profile.

Learners need to establish their own profile to include lifestyle and exercise history, if they have any restricting factors, such as medical conditions, or any religious, moral or social beliefs need to be considered. The profile can be collated using questionnaires, interview with a fitness specialist, and physically measuring themselves, or as a result of being observed by a fitness instructor. The questionnaire can be a PARQ. (physical activity readiness questionnaire).

1.2   Review own physical fitness in relation to specific physical and sporting activities.

Learners need to understand the physical requirements of a particular activity in order to assess their own suitability. Learners should be guided to select two activities to demonstrate that they can review in relation to the two different activities.

Learning Outcome 2: Be able to follow strategies to improve own fitness.

2.1   Design a personal training programme.

Learners should focus on what aspects of fitness they want to improve i.e. cardiovascular fitness, muscular fitness, flexibility or improving motor skills, in order to develop the correct programme, which could be: gym based for example: gym classes, circuit training, boxing, or less formal like walking, jogging and running, swimming , water aerobics, dancing, bicycle riding (outside or static in a gym or spinning class), playing games like tennis or football (motor skills) , skipping or ice skating or blading, skiing, skateboarding. The plan needs to highlight their objectives and include warm up and cool down activities.

2.2   Follow the programme.

Learners need to evidence that they are following the programme by providing a workout log or equivalent/ attendance records. This can also be witnessed a physical observation assessment.

2.3   Keep a diary of effectiveness of exercises undertaken to improve fitness levels.

Records of what worked and what did not work so well, this will be linked to 2.2 for recording sessions, but needs additional information to focus on the effectiveness of the exercise or activity and how the learner thinks it has improved their fitness level.

2.4   Review the effectiveness of different forms of exercise.

Learners need to look at the effectiveness of different types of exercise as an overall exercise and not based on their own plan. Different forms would include grouping activities into; cardiovascular fitness, muscular fitness, flexibility and motor skills and then reviewing each form, highlighting the pros and cons, or strengths and weaknesses of each.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has two prescribed assessment methods:
- Reflective log/diary
- Production of artefact

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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Additional Information

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Physical Processes

Unit Reference	T/505/4687
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the nature of physics and energy transfer	1.1. Describe several physical processes 1.2. Describe different forms of energy 1.3. Apply the law of conservation of energy to simple situations 1.4. Describe the processes of conduction, convection, evaporation and radiation 1.5. Describe how these processes relate to: a) the regulation of body temperature b) energy conservation in the home
2. Understand electricity	2.1 Define electrical energy and power 2.2 Construct simple series and parallel circuits 2.3 Use appropriate meters to measure voltage and current 2.4 Define resistance 2.5 Use Ohm's law in series circuits
3. Understand forces and motion	3.1. Describe the forces acting on an object

	3.2. Use Newton's laws to explain changes in motion in one direction

4. Understand waves	4.1 Define:
	     a) frequency
	     b) wavelength
	     c) amplitude
	     d) period
	     e) velocity
	
	 4.2 Describe the electromagnetic spectrum
	
	 4.3 Describe everyday uses of different regions of the spectrum
	
	 4.4 Describe the properties of sound waves

Physical Processes – T/505/4687 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the nature of physics and energy transfer.

1.1   Describe several physical processes.

In molecular terms, describe several processes, including freezing, melting, boiling and condensation.

The three states of matter are solid, liquid and gas. Melting and freezing take place at the melting point, boiling and condensing take place at the boiling point. The three states of matter can be represented by a simple model: particles are represented by small solid spheres.

Particle theory can help to explain melting, boiling, freezing and condensing. The amount of energy needed to change state from solid to liquid and from liquid to gas depends on the strength of the forces between the particles of the substance.

The nature of the particles involved depends on the type of bonding and the structure of the substance. The stronger the forces between the particles the higher the melting point and boiling point of the substance.

1.2   Describe different forms of energy.

Examples of different forms of energy, including gravitational potential ($E_{gpe} = mgh$) and kinetic ($E_k = mv2$)

1.3   Apply the law of conservation of energy to simple situations.

Energy can be transferred usefully, stored or dissipated, but cannot be created or destroyed.
Examples where there are energy transfers in a closed system, but there is no net change to the total energy.
Describe how in all system changes energy is dissipated, so that it is stored in less useful ways ('wasted').

Apply the law of conservation of energy to simple situations, relating this to the First Law of Thermodynamics.

1.4   Describe the processes of conduction, convection, evaporation and radiation.

Conduction or diffusion is the transfer of energy between objects that are in physical contact.
Convection is the transfer of energy between an object and its environment, due to fluid motion.
Evaporation is a type of vaporization that occurs on the surface of a liquid as it changes into the gas phase. For example, evaporation of water occurs when the surface of a liquid is exposed, allowing molecules to escape and form water vapor; this vapor can then rise and form clouds.
Radiation is the transfer of energy by the emission of electromagnetic radiation.

1.5   Describe how these processes relate to:
          a) the regulation of body temperature
          b) energy conservation in the home.

Homeostasis is the regulation of the internal conditions of a cell or organism to maintain optimum conditions for function in response to internal and external changes. In the human body, these include control of body temperature. Cells (receptors) detect changes in the Environment, coordination centres (such as the brain, spinal cord and pancreas) receive and process information and from effectors (muscles or glands) bring about responses which restore optimum levels.

Describe how the rate of cooling of a building is affected by the thickness and thermal conductivity of its walls.

Learning Outcome 2: Understand electricity.

2.1   Define electrical energy and power.

Charge and the coulomb
Electric current as the flow of charged particles, $Q=It$
Current as the rate of flow of charge
Use of $Q = It$ (or $I = \Delta Q/\Delta t$)
Potential difference and the volt
Use of $V = E/Q$, $P = VI$ and $P = I^2R$

2.2   Construct simple series and parallel circuits.

Common electronic components and their circuit symbols.
Circuit diagrams (both series and parallel) involving components.
Construction of series and parallel circuits from given circuit diagrams.

2.3   Use appropriate meters to measure voltage and current.

Utilise (both digital and analogue) ammeters and voltmeters in series and parallel circuits (see 3.1).

2.4   Define resistance.

Resistance and the ohm (Ω)
Resistance for two, or more, resistors in series and/or parallel.

2.5   Use Ohm's law in series circuits.

Complete calculations in series circuits using Ohms Law, V=IR

Learning Outcome 3: Understand forces and motion.

3.1   Describe the forces acting on an object.

A force is a push or pull that acts on an object due to the interaction with another object. All forces between objects are either (i) contact forces (the objects are physically touching) or non-contact forces (the objects are physically separated).

Examples of contact forces include friction, air resistance, tension and normal contact force.

Examples of non-contact forces are gravitational force, electrostatic force and magnetic force.

Describe the interaction between pairs of objects which produce a force on each object. The forces to be represented as vectors. Several forces acting on an object may be replaced by a single force that has the same effect as all the original forces acting together (the resultant force).

3.2   Use Newton's laws to explain changes in motion in one direction.

Newton's First Law: If the resultant force acting on an object is zero and:
- the object is stationary, the object remains stationary
- the object is moving, the object continues to move at the same speed and in the same direction.

Apply Newton's First Law to explain the motion of objects moving with a uniform velocity and objects where the speed and/or direction changes.

Newton's Second Law:
The acceleration of an object is proportional to the resultant force acting on the object, and inversely proportional to the mass of the object, F = ma.

Investigate the effect of varying the force on the acceleration of an object of constant mass, and the effect of varying the mass of an object on the acceleration produced by a constant force.
Simple calculations involving F = ma and W = mg.

Newton's Third Law:
Whenever two objects interact, the forces they exert on each other are equal and opposite.
Apply Newton's Third Law to examples of equilibrium situations.

Learning Outcome 4: Understand waves.

4.1   Define:
      a) frequency
      b) wavelength
      c) amplitude
      d) period
      e) velocity.

The difference and similarities between longitudinal and transverse wave motion.
Units of frequency (f), period (T), wavelength (λ), amplitude (a) and wave speed (v).
As frequency, wavelength and amplitude from suitable wave diagrams.
Calculations using the wave equation ($v = f \lambda$).

4.2   Describe the electromagnetic spectrum.

Electromagnetic waves are transverse waves that transfer energy from the source of the waves to an absorber.
Electromagnetic waves form a continuous spectrum.
All types of electromagnetic wave travel at the same velocity through a vacuum (space) or air.
The waves that form the electromagnetic spectrum are grouped in terms of their wavelength and their frequency.

4.3   Describe everyday uses of different regions of the spectrum.

The behaviour and consequent uses of each of the waves in the electromagnetic spectrum. Electromagnetic waves have many practical applications: brief explanations why each type of electromagnetic wave is suitable for the practical application. For example:
- radio waves – television and radio
- microwaves – satellite communications, cooking food
- infrared – electrical heaters, cooking food, infrared cameras
- visible light – fibre optic communications
- ultraviolet – energy efficient lamps, sun tanning

- X-rays and gamma (γ) rays – medical imaging and treatments.

4.4   Describe the properties of sound waves.

Longitudinal wave. Require a medium in which to travel.
A typical value for the speed of sound in air is 330 ms-1.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
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Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Group discussion

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

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Additional Information

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Physiology and Exercise

Unit Reference	K/504/9759
Level	2
Credit Value	6
Guided Learning	48
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the structure and function of the skeleton and muscle tissue	1.1. Describe the structure of the human skeleton 1.2. Describe the role of different types of joints in movement 1.3. Describe different types of muscle tissue 1.4. List their properties 1.5. Identify key muscles of the human body 1.6. Describe the importance of the muscles identified in effective movement of the body 1.7. Outline how skeletal muscles contract 1.8. Describe how energy is produced in skeletal muscle 1.9. List the joints and muscles used in different sporting movements
2. Understand the structure and function of the respiratory system	2.1 Describe the structure of the respiratory system 2.2 Explain how the lungs are ventilated 2.3 List the conditions necessary for effective

		gaseous exchange
	2.4	Measure lung volumes
	2.5	Explain the importance of lung volume
	2.6	Describe the short term responses of the respiratory system to exercise
3. Understand the structure and function of the cardiovascular system	3.1	Describe the structure of the heart
	3.2	Describe the cardiac cycle
	3.3	Outline the structure of arteries, veins and capillaries
	3.4	Describe the function of arteries, veins and capillaries
	3.5	Describe the short term responses of the cardiovascular system to exercise
4. Understand the long term adaptations of the body to exercise	4.1	List the effects of different types of training on: a) The respiratory system, b) The cardiovascular system, c) The muscular/skeletal system

Physiology and Exercise – K/504/9759 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the structure and function of the skeleton and muscle tissue.

1.1 Describe the structure of the human skeleton.

- Functions: Protection, Support, Movement, Shape, Production, Storage
- Classification of bones: Flat, Irregular, Short, Long and Sesamoid.
- Main bones: Cranium, Clavicle, Sternum, Scapula, Spine, Ischium, Ilium, Humerus, Ulna, Radius, Ribs, Femur, Tibia, Fibula, Tarsals, Carpals, Phalanges
- Bone Growth: Osteoblasts, osteoclasts, cartilage, compact bone, primary and secondary ossification.

1.2 Describe the role of different types of joints in movement.

- Fixed/fibrous: immovable found in the skull
- Cartilaginous/ slightly moveable: connected by ligaments, found in the vertebrae
- Synovial/freely moveable: most common joint and most unstable, 6 types of synovial joint: Hinge (knee), Gliding (acromioclavicular), Pivot (atlas/axis) Ball and Socket (shoulder), Saddle (thumb) and Ellipsoid (finger)
- Joint movements: Flexion, Extension, Adduction, Abduction, Circumduction, Retraction, Protraction, Rotation, Supination and Pronation.

1.3 Describe different types of muscle tissue.

- Smooth found in the digestive system and blood vessels
- Cardiac found in the heart
- Skeletal found throughout the body (biceps).

1.4 List their properties.

- Smooth: causes vasoconstriction (narrowing), vasodilation (widening) of blood vessels, not striated, works aerobically, involuntary
- Cardiac: contraction and rhythm of the heart, striated works aerobically and is reliant on oxygen, involuntary
- Skeletal: produces movement and maintains posture, generates heat, striated shortens in one direction, voluntary.

1.5 Identify key muscles of the human body.

- Posterior: Trapezius, Rhomboids, Tricep, Latissimus Dorsi, Erector Spinae, Abductors, Gluteus Maximus, Hamstrings, Gastrocnemius and Soleus
- Anterior: Deltoid, Pectoralis Major, Bicep, Obliques, Rectus Abdominus, Transverse Abdominus, Adductors, Hip flexors (Iliopsoas), Quadriceps and Tibialis Anterior.

1.6 Describe the importance of the muscles identified in effective movement of the body.

The muscles are responsible for the main smooth movements and flexibility of the body allowing a range of movement. It is important to know the insertions and origins of main muscles and the range of movement e.g.
1) Deltoid: Origin = Clavicle & Scapula, Insertion = Humerus, Movement = Abduction, Flexion and Extension of shoulder
2) Triceps: Origin = Humerus and Scapula, Insertion = Ulna, Movement = Extension of elbow
3) Rectus Abdominus: Origin = Pubis, Insertion = Sternum, Movement = Flexion of spine and Lateral Flexion of spine.

1.7 Outline how skeletal muscles contract.

- Muscle Structure: Tendon, Fasciculi, Muscle Fibres, Myofibrils, Myofilaments
- Sliding Filament Theory: Actin and Myosin, Calcium, Cross Bridges
- Isotonic (Concentric and Eccentric): shortening and lengthening the muscles
- Isometric: muscle stays same length
- Isokinetic: constant speed of movement.

1.8 Describe how energy is produced in skeletal muscle.

Muscle contraction needs energy, break-down of ATP, heat is produced.

During exercise this causes body temperature to increase or in cold weather causes us to shiver to generate heat.

1.9   List the joints and muscles used in different sporting movements.

Learners should choose various sporting movements for example: kicking a ball, catching a ball, throwing a ball/ javelin, breast stroke, golf swing.

E.g. Bowling a ball (cricket): shoulder and elbow joint, muscles: Pectorals, Deltoid, Latissimus Dorsi and Trapezius.

Learning Outcome 2: Understand the structure and function of the respiratory system.

2.1   Describe the structure of the respiratory system.

Location and make-up of the lungs, number and description of the lobes.

Passage of air: Nose/Mouth, Pharynx, Larynx, Trachea, Bronchi, Bronchioles and Alveoli.

2.2   Explain how the lungs are ventilated.

- Muscles involved with breathing: Diaphragm and Intercostals
- Inspiration: (Breathing in) Diaphragm flattens (moves down), increasing chest cavity volume, rib cage expands
- Expiration: (Breathing out) Diaphragm relaxes (moves up), decreasing chest cavity volume, rib cage relaxes.

2.3   List the conditions necessary for effective gaseous exchange.

Also known as 'diffusion', takes place between the alveoli and surrounding capillaries, capillaries 1 cell thick, oxygen transported through circulatory system via blood. Carbon dioxide is the waste product.

2.4   Measure lung volumes.

- Spirometry study of lung function
- Tidal Volume (TV), amount of air inhaled/exhaled
- Forced vital capacity (FVC), volume of air in the lungs that can be exhaled following a deep inhalation
- Residual Volume, amount of air left in the lungs following a maximal exhalation.

2.5   Explain the importance of lung volume.

Links to 2.4, tidal volume, forced vital capacity, residual volume, total lung capacity, cardiovascular exercise has a positive impact on lung volume and efficiency of lungs.

2.6   Describe the short term responses of the respiratory system to exercise.

Changes in the concentration of carbon dioxide and oxygen in the blood.
Increase in breathing rate.
Muscles work harder to draw more air in (Intercostal muscles and diaphragm).

Learning Outcome 3: Understand the structure and function of the cardiovascular system.

3.1   Describe the structure of the heart.

Size of a clenched fist, slightly to left side of chest cavity protected by the rib cage .

4 chambers: Atria and Ventricles,
Main veins and arteries: pulmonary artery, pulmonary vein, aorta and vena cava

3.2   Describe the cardiac cycle.

Right atrium receives deoxygenated blood from body (via vena cava),
right ventricle pumps deoxygenated blood to lungs (via pulmonary vein),
left atruim receives oxygenated blood from lungs (via pulmonary vein),
left ventricle pumps oxygenated blood to body (via aorta)

3.3   Outline the structure of arteries, veins and capillaries.

Arteries: thick walls, no valves, divide into smaller arteries 'arterioles'
Veins: work under low pressure, have non-return valves, divide into smaller veins 'venules'
Capillaries: 1 cell thick, thin walls, smallest blood vessel

3.4   Describe the function of arteries, veins and capillaries.

Arteries: carry blood away from heart, carry oxygenated blood (apart from pulmonary artery).

Veins: carry blood towards the heart, carry deoxygenated blood (apart from pulmonary vein).

Capillaries: carry blood through an organ or tissue from arterioles to venules, involved with gaseous exchange.

3.5   Describe the short term responses of the cardiovascular system to exercise.

Heart rate increase, as does cardiac output.

Venous return increases due to the higher cardiac output.

Oxygen levels within the blood decrease which causes increased diffusion.

Blood pressure increases.

Learning Outcome 4: Understand the long term adaptations of the body to exercise.

4.1   List the effects of different types of training on:

Types of training: HITT (High intensity interval training), LSD (Long Slow Distance), Muscular Endurance, Muscular Strength

a) The respiratory system
Respiratory muscles (Diaphragm/intercostals) increase in strength.
Larger respiratory volumes allowing more oxygen to be diffused.
Increase in number and diameter of capillaries surrounding the alveoli increases efficiency of gaseous exchange.

b) The cardiovascular system
Stroke volume and cardiac output both increase.
Density of the capillary beds in the muscles increases as more branches develop.
Resting heart rate decreases.
The accumulation of lactic acid is lower during high-level activity, due to better efficiency at removing waste products.
Arterial walls more elastic permitting increased tolerance of changes in blood pressure.

c) The muscular/skeletal system
Muscles, bones and ligaments get stronger.
More oxygen can be stored within the muscle & transported to mitochondria.
Muscles can store larger volume of glycogen (for energy).
Increased numbers of mitochondria causing an increased rate of energy production.
Volume of myoglobin (within skeletal muscle) increases.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has two prescribed assessment methods:
- Written question and answer/test/exam
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Essay
- Report
- Written description
- Project
- Role play/simulation

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

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Planning and Promoting an Event

Unit Reference	J/504/9719
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to plan, monitor and promote an event	1.1. Explain the choice of an event for a given target audience 1.2. Describe the personal skills and qualities needed within a team to effectively plan, promote and deliver the event 1.3. Devise an action plan for the event that identifies: d) Resources e) Sets targets f) Sets deadlines 1.4. Review the effectiveness of the action plan
2. Know about the impact of effective promotion	2.1 Propose different methods that could be used to promote the event 2.2 Select an appropriate method of promotion 2.3 Review the effectiveness of the chosen method of promotion

Planning and Promoting an Event – J/504/9719 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know how to plan, monitor and promote an event.

1.1   Explain the choice of an event for a given target audience.

1.2   Describe the personal skills and qualities needed within a team to effectively plan, promote and deliver the event.

1.3   Devise an action plan for the event that identifies:
d) Resources
e) Sets targets
f) Sets deadlines

1.4   Review the effectiveness of the action plan.

Learning Outcome 2: Know about the impact of effective promotion.

2.1   Propose different methods that could be used to promote the event.

2.2   Select an appropriate method of promotion.

2.3   Review the effectiveness of the chosen method of promotion.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. 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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Additional Information

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Play for Early Learning

Unit Reference	L/505/1603
Level	2
Credit Value	6
Guided Learning	48
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of creativity and imagination in the development of a child	1.1. Describe how creativity and imagination are important for the development of a child 1.2. Describe how different activities can contribute to a child's creative and imaginative development
2. Understand the role and importance of games with rules in the development of the child	2.1 Describe a range of indoor and outdoor games which are suitable for given ages and stages 2.2 Assess the value of non-competitive and competitive games and activities 2.3 Review a selection of table top games for children
3. Know how to organise a cooking activity for children	3.1 Plan a cooking activity for children 3.2 Identify the health, safety and hygiene requirements when preparing food with children 3.3 Describe the role of the adult during a cooking activity with children

4. Understand the role of creative activities in enhancing children's learning and development	4.1	Describe the learning opportunities for children using a range of creative activities
	4.2	Identify creative activities and their accompanying resources for use with children
	4.3	Plan a creative activity
	4.4	Identify how the planned activity could enhance a child's learning and development
5. Understand the importance of books and stories in relation to children's learning and development	5.1	Describe how books and stories can promote the learning and development of children
	5.2	Identify criteria for a 'good book' for children
	5.3	List a range of books for children suitable for given ages and stages
6. Understand the importance of talking and listening activities in relation to children's learning and development	6.1	Describe talking and listening games
	6.2	List factors which may enhance talking and listening activities
	6.3	Explain why talking and listening are important to children's learning and development
	6.4	Describe the role of the adult when talking and listening to children

Play for Early Learning – L/505/1603 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the importance of creativity and imagination in the development of a child.

1.1   Describe how creativity and imagination are important for the development of a child.

Creativity allows children to express and cope with their feelings, it allows them to try out new ideas and new ways of thinking about and solving problems. Imagination build skills in all area of development. Children who engage in role play are experimenting and will develop social and emotional skills as well as language and communication skills they build their confidence and their self-esteem.

1.2   Describe how different activities can contribute to a child's creative and imaginative development.

Learners should consider several examples some are listed below but are not limited to these ideas.
Role play encourages children to explore real life and pretend roles it allows them to express their feeling and thoughts an experiment.
Arts and crafts allow children to experiment and express their feelings and emotions however they want encouraging confidence in themselves.

Learning Outcome 2: Understand the role and importance of games with rules in the development of the child.

2.1   Describe a range of indoor and outdoor games which are suitable for given ages and stages.

Learners should consider games for varied age groups 0-1yrs, 2-3yrs and 3-5yrs. Examples could include obstacle course for 3-5yrs, role play for 2-3yrs etc.

2.2   Assess the value of non-competitive and competitive games and activities.

Non-competitive games and activities allow children to learn and gain and develop new skills in their own time.
Competitive games and activities – respect for rules, build social skills and confidence, learning to lose and team work.

2.3   Review a selection of table top games for children.

Learners should consider table top games for all age groups and for each game review this. For example, Kim's game – is suitable for children aged 3yrs and upwards, it supports learning in language, taking turns and sharing, and memory skills.

Learning Outcome 3: Know how to organise a cooking activity for children.

3.1   Plan a cooking activity for children.

An activity plan should be used to include the following: Aim, description of the cooking activity, the resources required, the role of the learner, differentiation (how will the activity will be adapted to suit individual needs), health, safety and hygiene requirements. The age ranges the activity is for.
Examples of some cooking activities could include: making biscuits, making cakes, making sandwiches, a fruit salad etc.

3.2   Identify the health, safety and hygiene requirements when preparing food with children.

Learners must consider PPE(personal protective equipment), hand washing and hygiene practices to prevent cross infection. Health and Safety includes using knives and other cooking utensils as well as the oven, microwave etc.

3.3   Describe the role of the adult during a cooking activity with children.

Supervision of equipment and tools to ensure safety, supporting children during the activity e.g. with cutting, using the oven. Support for children in weighing and measuring promoting the Early learning goals.

Learning Outcome 4: Understand the role of creative activities in enhancing children's learning and development.

4.1   Describe the learning opportunities for children using a range of creative activities.

Creative play allows children to express themselves through art, crafts, music, mark making and modelling. It also gives them a sense of achievement which will develop self-confidence and self-esteem.

Learners should also consider the links to other areas of development including Personal, social and emotional development e.g. manages feelings and self-awareness, may be co-operating with others, sharing and taking turns., physical development e.g. hand-eye co-ordination find manipulative skills, and expressive arts and design e.g. by using various creative materials they are exploring media and materials.

4.2 Identify creative activities and their accompanying resources for use with children.

Learners should consider various creative activities and identify which age group thee are suited to.
Example string painting activity resources needed sting, water-based paint, aprons, protected cover for the table and paper.

4.3 Plan a creative activity.

An activity plan should be used to include the following: Aim, description of the creative activity, the resources required, the role of the learner, differentiation (how will the activity will be adapted to suit individual needs), health and safety (e.g. if using scissors), the age range the activity is for.
Examples of some creative activities could include: painting, drawing, sticking, junk modelling etc

4.4 Identify how the planned activity could enhance a child's learning and development.

Consider how the activity will develop the child in all areas of learning. For example, a painting activity will enhance creativity, physical development (fine manipulative and hand eye co-ordination) Imagination (creating their own ideas onto paper)

Learning Outcome 5: Understand the importance of books and stories in relation to children's learning and development.

5.1 Describe how books and stories can promote the learning and development of children.

They encourage children to talk and discuss what they have seen, they extend vocabulary, support with learning to read and recognising letters, encourage sharing, support them in learning about the world around us. These are just a few examples learners should consider several.

5.2 Identify criteria for a 'good book' for children.

Things to consider should be age appropriate e.g. picture books for 0-1yrs, interests of the children, bright and colourful, repetitive language and rhyming narrative. These are just some examples learners will be expected to include other ideas.

5.3   List a range of books for children suitable for given ages and stages.

0-2yrs – Simple picture books with single illustrations, books about animals and objects, flap books. Books such as: Dear Zoo, My first picture book of animals.

2-3yrs – Books with rhymes or patterns, touch books such as: My big animal book, wheels on the bus and Guess how much I love you.

3-5yrs – Story books such as the hungry Caterpillar, Room on the Broom and Giraffes can't Dance.

Learning Outcome 6: Understand the importance of talking and listening activities in relation to children's learning and development.

6.1   Describe talking and listening games.

Learners should include talking and listening games for children from 0-5yrs examples could include: who am I? I'm thinking of, I went to Market, and copy me, Picture Lotto. These are just some examples learners should list several.

6.2   List factors which may enhance talking and listening activities.

Learners should think about the following, but it is not limited to: adult participation this can enhance vocabulary and ensure that speaking and listening is taking place as well as ensuring all children are involved, group games sharing and listening to other peers.

6.3   Explain why talking and listening are important to children's learning and development.

Allows children to socialise and develop relationships with peers and adults, they will be able to learn from others which will develop their speaking, listening and communication with others. Talking and listening will be used in all areas of play and learning.

6.4   Describe the role of the adult when talking and listening to children.

Learners should include several points these are should include but are not limited to - Adults have an important role in this, they need to ensure that the activities/play opportunities they plan are suitable for the age and stage of the children so that children can develop these skills. They act as a role model for the children from their tone of voice, eye contact and body language to how clear they are speaking and the language they are using. Adults have the opportunity to extend learning and increase vocabulary.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Role play/simulation
- Practical demonstration
- Group discussion

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Additional Information

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Presentation Software

Unit Reference	M/502/4622
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Input and combine text and other information within presentation slides	1.1. Identify what types of information are required for the presentation 1.2. Enter text and other information using layouts appropriate to type of information 1.3. Insert charts and tables into presentation slides 1.4. Insert images, video or sound to enhance the presentation 1.5. Identify any constraints which may affect the presentation 1.6. Organise and combine information of different forms or from different sources for presentations 1.7. Store and retrieve presentation files effectively, in line with local guidelines and conventions where available
2. Use presentation software tools to structure, edit and format slide sequences	2.1 Identify what slide structure and themes to use 2.2 Select, change and use appropriate templates for slides

	2.3	Select and use appropriate techniques to edit slides and presentations to meet needs.
	2.4	Select and use appropriate techniques to format slides and presentations.
	2.5	Identify what presentation effects to use to enhance the presentation.
	2.6	Select and use animation and transition effects appropriately to enhance slide sequences.
3. Prepare slideshow for presentation.	3.1	Describe how to present slides to meet needs and communicate effectively.
	3.2	Prepare slideshow for presentation.
	3.3	Check presentation meets needs, using IT tools and making corrections as necessary.
	3.4	Identify and respond to any quality problems with presentations to ensure that presentations meet needs.

Presentation Software – M/502/4622 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Input and combine text and other information within presentation slides.

1.1   Identify what types of information are required for the presentation.

Learners must identify a minimum of 4 different types of information. Types of information may include text, numerical data and graphical sources.

1.2   Enter text and other information using layouts appropriate to type of information.

Learners should be confident to enter text, use cut and paste and import from other applications. They should be able to import graphics and tabulated information from a range of sources.

1.3   Insert charts and tables into presentation slides.

Learners should demonstrate that they can insert charts and tables in appropriate places within their presentation. This should include charts output from spreadsheets and other software applications where appropriate.

1.4   Insert images, video or sound to enhance the presentation.

Learners should demonstrate that they can insert videos and images to enhance their presentation ensuring that they do not distract the audience.

1.5   Identify any constraints which may affect the presentation.

Learners should be able to identify any constraints that may affect their presentation such as, copyright ©, file size, file type and accessibility issues.

1.6   Organise and combine information of different forms or from different sources for presentations.

Learner's presentations should involve at least 4 different types of information and they should be able to source information from different sources e.g. different web sites. It is good practice for learners to acknowledging sources when using information. Learners should organise and combine information from different sources effectively to support the meaning of their presentation.

1.7   Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.

Learners should demonstrate good file management techniques such as, save or save as, using an appropriate file name and saving files in an appropriate format e.g. *ppt or *pptx and in an appropriate location. They should be able to locate their files and open them routinely. It may also be useful for learners to consider saving different versions of their presentation to show progress and achievement over time.

Learning Outcome 2: Use presentation software tools to structure, edit and format slide sequences.

2.1   Identify what slide structure and themes to use.

Most presentation software packages have a good array of slide templates and themes available that are ready for learners to use. Learners should identify appropriate slide structures and themes to use to display content.

2.2   Select, change and use appropriate templates for slides.

Most presentation software packages have a good array of templates available that are ready for learners to use. Learners should show that they know how to access, select, change and use an appropriate slide structure.

2.3   Select and use appropriate techniques to edit slides and presentations to meet needs.

Learners should show appropriate editing techniques. Learners should be able to perform techniques such as, moving and formatting text, emboldening text, underline, word art, front style, font colour or adding bullet points etc. Learners should also be able to add images and videos and format them appropriately. It is expected that candidates should be able to change image file formats e.g. *.svg to *.png or *.jpg, crop and trim images to save space.

2.4 Select and use appropriate techniques to format slides and presentations.

Learners should produce slides where the information is easily accessible and suitable for the audience and its purpose to efficiently present information. This may include using bullet lists, text spacing, consistent use of fonts and font and image sizes.

2.5 Identify what presentation effects to use to enhance the presentation.

Learners should identify what presentation effects to use to enhance the presentation using built in effects such as slide transition. They must ensure that this enhances the presentation rather than distracts from it.

2.6 Select and use animation and transition effects appropriately to enhance slide sequences.

Learners should add animation and transition effects to their presentation for objects on slides and movement between slides, other elements such as 3D letters may also be used to enhance a presentation. Learners should be encouraged to consider the content and the intended audience to ensure these effects are not a distraction.

Learning Outcome 3: Prepare slideshow for presentation.

3.1 Describe how to present slides to meet needs and communicate effectively.

Learners should describe the relationship between the presentation of their slides and the message they are attempting to communicate. The learner should consider their audience and the presentations purpose. Learners should make it clear through a description of the sequencing on the slide, highlighted points or other forms of emphasis, how the presentation meets the needs of the audience. They must consider what information they need, and what the priorities are and how to present the priorities so that they are memorable to the audience. This may include a slide with an overview/ summary of what is to follow and a summary at the end detailing what they should have learnt.

3.2 Prepare slideshow for presentation.

Learners should review timings, sequence and the impact of the presentation making any adjust accordingly. Learners should be encouraged to rehearse their presentations and seek feedback from others e.g. through peer reviews. Learners should be able to use feedback to improve their presentation.

3.3   Check presentation meets needs, using IT tools and making corrections as necessary.

Learners should check all aspects of their presentation and use feedback from peers/ tutors to ensure that it meets the needs of the intended audience. Checks may include using built in spelling and grammar checks, proof reading, slide orientation, layout, slide order, text alignment and formatting, accuracy, transitions and timings.

3.4   Identify and respond to any quality problems with presentations to ensure that presentations meet needs.

Learners should use their own checklist together with peer and tutor reviews to identify and resolve any issues they may find. The learner's final presentation must be free from errors and run smoothly.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Report

- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Providing Personal Care in Care Settings

Unit Reference	H/504/8951
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Know about the key principles when offering personal care	1.1 Explain why good hygiene is important
	
	1.2 Discuss the factors that influence the individual's ability to carry out their own personal care
	
	1.3 Explain why it is important to involve the individual in their own personal care routine
	
	1.4 Explain why it is important to offer choice when considering personal care
	
	1.5 Explain the factors that might affect choice when considering personal care
	
	1.6 Explain why cultural background needs to be considered when offering personal care
	
	1.7 Explain why the following need to be considered when offering personal care:
	    a) privacy and dignity
	    b) time
	    c) gender

2. Know about providing support	2.1 Explain how support would be offered during: a) washing

with personal care	b) bathing c) showering d) dental care e) nail care f) dressing 2.2 Discuss the conflicts that might arise as a result of offering assistance with hygiene 2.3 Discuss what might need to be recorded following the delivery of personal care
3. Know about supporting an individual to care for their personal appearance	3.1 Explain why personal appearance is important 3.2 Discuss the conflicts that might arise as a result of offering assistance with dressing and grooming 3.3 Explain how personal beliefs and preferences may affect dressing and grooming
4. Know about the issues associated with personal care and infection control	4.1 Explain the actions to be taken to ensure all areas are left clean and tidy 4.2 Discuss why it is important for individuals to have their own toiletries 4.3 Discuss how they would explain to an individual the need to take additional precautions to stop cross infection

Providing Personal Care in Care Settings – H/504/8951 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about the key principles when offering personal care.

1.1 Explain why good hygiene is important.

1.2 Discuss the factors that influence the individual's ability to carry out their own personal care.

1.3 Explain why it is important to involve the individual in their own personal care routine.

1.4 Explain why it is important to offer choice when considering personal care.

1.5 Explain the factors that might affect choice when considering personal care.

1.6 Explain why cultural background needs to be considered when offering personal care.

1.7 Explain why the following need to be considered when offering personal care:
     a) privacy and dignity
     b) time
     c) gender.

Learning Outcome 2: Know about providing support with personal care.

2.1 Explain how support would be offered during:
     a) washing
     b) bathing
     c) showering
     d) dental care

     e) nail care

     f) dressing.

2.2   Discuss the conflicts that might arise as a result of offering assistance with hygiene.

2.3   Discuss what might need to be recorded following the delivery of personal care.

Learning Outcome 3: Know about supporting an individual to care for their personal appearance.

3.1   Explain why personal appearance is important.

3.2   Discuss the conflicts that might arise as a result of offering assistance with dressing and grooming.

3.3   Explain how personal beliefs and preferences may affect dressing and grooming.

Learning Outcome 4: Know about the issues associated with personal care and infection control.

4.1   Explain the actions to be taken to ensure all areas are left clean and tidy.

4.2   Discuss why it is important for individuals to have their own toiletries.

4.3   Discuss how they would explain to an individual the need to take additional precautions to stop cross infection.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Psychology

Unit Reference	T/505/0378
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know psychological terminology	1.1. Define the following terms in relation to psychology: (a) Falsifiable (b) Verifiable (c) Theoretical approach
2. Know about the role of ethics within psychological research	2.1 Identify current ethical guidelines relating to psychological research 2.2 Describe why ethical approaches to psychological research are required 2.3 Outline ethical issues found in psychological theory
3. Know about psychological methods of investigation	3.1 Describe different psychological methods of investigation

Psychology – T/505/0378 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know psychological terminology.

1.1   Define the following terms in relation to psychology:
      (a) Falsifiable
      (b) Verifiable
      (c) Theoretical approach.

Learning Outcome 2: Know about the role of ethics within psychological research.

2.1   Identify current ethical guidelines relating to psychological research.

2.2   Describe why ethical approaches to psychological research are required.

2.3   Outline ethical issues found in psychological theory.

Learning Outcome 3: Know about psychological methods of investigation.

3.1   Describe different psychological methods of investigation.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

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Skeleton and Muscles

Unit Reference	T/504/9764
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the role of the human skeletal system	1.1. Describe the structure of the human skeleton 1.2. Outline the function of the human skeleton 1.3. Describe types of joints 1.4. Describe the properties of the joints described 1.5. Describe the structure and function of a synovial joint 1.6. Identify the properties and functions of: a) Tendons b) Ligaments c) Cartilage
2. Understand the role of the human muscular system	2.1 Describe the properties of different types of muscle 2.2 Outline the sliding filament hypothesis of muscle contraction 2.3 Outline how antagonistic muscles bring about extension and flexion of a joint

3. Understand the importance of maintaining the health of the muscular and skeletal systems	3.1	List the effects of bad posture on the muscular and skeletal systems
	3.2	Identify the effects of poor lifting techniques on the muscular and skeletal systems
	3.3	Describe the effects of a skeletal disease on the healthy functioning of the skeletal system

Skeleton and Muscles – T/504/9764 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about the role of the human skeletal system.

1.1   Describe the structure of the human skeleton.

The description should include the components, bone, cartilage, joints - number of bones, the difference between the axial and appendicular skeleton and how the tendons, ligaments and cartilage contribute to the system.

1.2   Outline the function of the human skeleton.

To include brief descriptions of support, shape, protection, movement, blood production and calcium storage within the skeleton.

1.3   Describe types of joints.

This should include the main classifications: fibrous, cartilaginous and synovial, describing whether they have any range of movement and to what level.

1.4   Describe the properties of the joints described.

Giving examples of what contributes to the structure of each of the joints e.g. fibrous tissue, ligaments, with examples and ranges of movement and the different synovial joints: gliding, hinge, ball and socket, condyloid, pivot and saddle.

1.5   Describe the structure and function of a synovial joint.

This should state how the bones meet, and the position and purpose of hyaline cartilage, fibrous capsule, ligaments, synovial membrane and synovial fluid and how this gives the range of movement.

1.6   Identify the properties and functions of:

a) Tendons – strong fibrous tissue made of collagen connecting muscle to bone and example of how and where it works e.g.

b) Ligaments – fibrous connective tissue connecting two bones, cartilages or organs in position

c) Cartilage - smooth elastic, rubber-like tissue covering ends of long bones at the joints to provide protection against ribbing and friction, also maintaining structure in the respiratory and digestive system and ribs.

Learning Outcome 2: Understand the role of the human muscular system.

2.1   Describe the properties of different types of muscle.

This should describe the following terms; excitability, conductivity, contractibility, extensibility & elasticity.

2.2   Outline the sliding filament hypothesis of muscle contraction.

The outline needs to include the terms myofibrils, actin and myosin filaments and how they interact with each other along with the other structures: sarcomere, actin, tropomyosin and troponin when contracting and stretching.

2.3   Outline how antagonistic muscles bring about extension and flexion of a joint.

Include how the prime mover works in relation to the antagonist, which contacts, and which relaxes with examples.

Learning Outcome 3: Understand the importance of maintaining the health of the muscular and skeletal systems.

3.1   List the effects of bad posture on the muscular and skeletal systems.

The list should include misalignment, joint stress, shortening of muscles, lack of muscle tone, reduced flexibility and what these will lead to physically in terms of comfort.

3.2   Identify the effects of poor lifting techniques on the muscular and skeletal systems.

Learners should include effects on muscles and ligaments, lumber spine and discs and where there may be risk of hernias.

3.3   Describe the effects of a skeletal disease on the healthy functioning of the skeletal system.

Examples may include Osteoporosis, Arthritis, Paget's disease, Rickets, Bone cancer.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
• Written question and answer/test/exam

Additional evidence for this unit may include, but is not limited to:
• Essay
• Written description
• Project

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Spreadsheet Software

Unit Reference	F/502/4625
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Use a spreadsheet to enter, edit and organise numerical and other data	1.1. Identify what numerical and other information is needed in the spreadsheet and how it should be structured 1.2. Enter and edit numerical and other data accurately 1.3. Combine and link data across worksheets 1.4. Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2. Select and use appropriate formulas and data analysis tools to meet requirements	2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements 2.2 Use a range of appropriate functions and formulas to meet calculation requirements 2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements
3. Select and use tools and techniques to present and	3.1. Plan how to present and format spreadsheet information effectively to meet needs

format spreadsheet information	3.2.	Select and use appropriate tools techniques to format spreadsheet cells, rows columns and worksheets
	3.3.	Select and format an appropriate chart or graph type to display selected information
	3.4.	Select and use appropriate page layout to present and print spreadsheet information
	3.5.	Check information meets needs, using spreadsheet tools and making corrections as necessary
	3.6.	Describe how to find errors in spreadsheet formulas
	3.7.	Respond appropriately to any problems with spreadsheets

Spreadsheet Software – F/502/4625 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Use a spreadsheet to enter, edit and organise numerical and other data.

1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured.

1.2 Enter and edit numerical and other data accurately.

1.3 Combine and link data across worksheets.

1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.

Learning Outcome 2: Select and use appropriate formulas and data analysis tools to meet requirements.

2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements.

2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements.

2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements.

Learning Outcome 3: Select and use tools and techniques to present and format spreadsheet information.

3.1 Plan how to present and format spreadsheet information effectively to meet needs.

3.2   Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets.

3.3   Select and format an appropriate chart or graph type to display selected information.

3.4   Select and use appropriate page layout to present and print spreadsheet information.

3.5   Check information meets needs, using spreadsheet tools and making corrections as necessary.

3.6   Describe how to find errors in spreadsheet formulas.

3.7   Respond appropriately to any problems with spreadsheets.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Evidence for this unit may include, but is not limited to:
- Case study

- Written question and answer/test/exam
- Essay
- Report
- Reflective log/diary
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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

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Additional Information

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600/8412/1, 600/8413/3, 600/8418/2
600/8419/4   Page **653** of **751**

Taking Part in Sport for Personal Improvement

Unit Reference	M/505/7233
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to participate in a sporting activity	1.1. Select a sport which meets personal requirements giving reasons for choice 1.2. Participate actively over an identified period
2. Know how to recognise the physical and emotional benefits of sport	2.1 Describe the physical and emotional benefits of sport 2.2 Describe specific benefits of chosen sport
3. Understand the rules and/or tactics of the sporting activity	3.1 Identify and demonstrate knowledge of rules and tactics in order to be able to umpire, referee or lead an activity
4. Understand the importance of physical preparation prior to practical sessions	4.1 Produce a plan for a warm-up session 4.2 Use plan for a warm-up session on a regular basis 4.3 Describe the basic physiological reasons for using a plan for a warm up session
5. Know how to improve own performance in sport	5.1 Identify own personal strengths and weaknesses in physical performance 5.2 Set goals for improving and recording own performance in sport

| 6. Understand health and safety rules relating to sport | 6.1 | Identify health and safety considerations relating to sport |
| | 6.2 | Describe consequences of not adhering to health and safety rules |

Taking Part in Sport for Personal Improvement – M/505/7233 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to participate in a sporting activity.

1.1   Select a sport which meets personal requirements giving reasons for choice.

Wide variety of sports to choose from: hockey, netball, football, tennis, badminton, rugby, athletics (track and field), squash, cricket and swimming etc.
Justify reasons why sport has been chosen: e.g. already a member of a tennis club and play twice per week so already have the required equipment and some experience.

1.2   Participate actively over an identified period.

Learners should provide a log of every session that has been participated in and include: date, duration and brief overview of the session and record any particular skills learnt/developed.

Learning Outcome 2: Know how to recognise the physical and emotional benefits of sport.

2.1   Describe the physical and emotional benefits of sport.

Physical: weight management, weight loss, strong bones and joints, improved stamina, improved posture

Emotional: social opportunity, make friends, improve self-confidence, reduce stress, improve mood, improve concentration, better sleep.

2.2   Describe specific benefits of chosen sport.

Could be a combination of physical, emotional and or social benefits.

Learning Outcome 3: Understand the rules and/or tactics of the sporting activity.

3.1   Identify and demonstrate knowledge of rules and tactics in order to be able to umpire, referee or lead an activity.

Record the main rules of the chosen sport: duration of game, number of players, areas of the pitch/court players are permitted to enter, any specific rules that apply to chosen sport.
Record some tactics you would adopt when playing chosen sport: e.g. Squash, stand in the centre of the court to control the game.

Learning Outcome 4: Understand the importance of physical preparation prior to practical sessions.

4.1   Produce a plan for a warm-up session.

Warm Up plan to cover: aims and objectives, activity/exercise number of repetitions or duration, number of participants, ability and experience, age group, equipment, space required, adaptations, progressions/ regressions.

4.2   Use plan for a warm-up session on a regular basis.

Learners should provide a record or log every session that has been delivered and include: date, duration and brief overview of the session and record any relevant feedback or self-reflection.

4.3   Describe the basic physiological reasons for using a plan for a warm up session.

Aims and objectives need to be met, warm up plan needs to be relevant to the planned activity/sport chosen and include some skill rehearsal Mobilise joints, lubricate joints with synovial fluid, increase heart rate, raise core body temperature, increase oxygen levels and blood flow to working muscles, and prepare the body and mind for physical activity.

Learning Outcome 5: Know how to improve own performance in sport.

5.1   Identify own personal strengths and weaknesses in physical performance.

Record strengths and weaknesses for chosen sport: overall ability, speed, stamina, coverage of the court/pitch/field, ability to read the game, get into correct position, defend, attack etc.

5.2   Set goals for improving and recording own performance in sport.

Log each session participated in and record own performance in relation to: goals / shots/wickets/passes completed in a game, overall ability and any progress / developments made
Use the SMART goal acronym to set personal goals (Specific, Measurable, Achievable, Realistic and Timed).

Learning Outcome 6: Understand health and safety rules relating to sport.

6.1   Identify health and safety considerations relating to sport.

Correct use of equipment, suitable clothing and footwear worn, weather conditions checked prior to participation. Number, age, ability and experience of participants. Knowledge of the rules/regulations relevant to chosen sport. Complete a risk assessment.

6.2   Describe consequences of not adhering to health and safety rules.

Could include any of the following: personal injury or to another player/participant. Being booked or warned by the umpire or referee, being sent out of the game for set duration or for the rest of the game/match/event.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit
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Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Group discussion
- Practice file

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

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Additional Information

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The Intellectual and Language Development of Children

Unit Reference	M/505/1609
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the stages of intellectual development in children	1.1. Describe how a child develops at each stage of its intellectual development 1.2. Describe the importance of achieving the milestone that mark each stage in the intellectual development in the children
2. Understand the stages of language development in children	2.1 Describe the key stages of language development in children 2.2 Describe the importance of theses stages to the development of language in children
3. Understand why it is important to communicate with young children	3.1 Describe why communicating with children is important to their language and intellectual development 3.2 Describe different ways of communicating with children
4. Understand factors which affect intellectual and language. development in children	4.1 Describe different factors which may affect language and intellectual development in children 4.2 Describe ways in which these factors may affect a child's language and intellectual development

The Intellectual and Language Development of Children – M/505/1609 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the stages of intellectual development in children.

1.1   Describe how a child develops at each stage of its intellectual development.

Link to Piaget's four stages: Sensorimotor, Preoperational, Concrete operational, formal operational. Also, stages should be covered from 0-1yr, 1-2yrs,2-3yrs, 3-4yrs,5-8yrs.

1.2   Describe the importance of achieving the milestone that mark each stage in the intellectual development in the children.

Learners should include information on how achieving milestones will support all areas of development. If a milestone is not reached this may lead to development delay.

Learning Outcome 2: Understand the stages of language development in children.

2.1   Describe the key stages of language development in children.

Learners should focus on Pre-linguistic and Linguistic breaking this down into age groups 6weeks-6months, 6-9months, 9-12months, 12-18months, 8months-2yrs, 2-3yrs, 3-4yrs, 4-6yrs, 6-8yrs.

2.2   Describe the importance of theses stages to the development of language in children.

All children need to achieve each stage in order to move onto the next, each stage is important in developing language and communication skills. If there are delays or difficulties, then this could lead to delays in language development.

Learning Outcome 3: Understand why it is important to communicate with young children.

3.1   Describe why communicating with children is important to their language and intellectual development.

Communicating with children enables them to learn, develop and expand on their language and intellectual development. Children learn from others around them, so communication is key in supporting their development.

3.2   Describe different ways of communicating with children.

Learners need to include body language, facial expression, verbal communication, active listening, encouraging conversations, all relevant to the children age and stage of development. Consider special needs also communication could include Makaton, signs and symbols.

Learning Outcome 4: Understand factors which affect intellectual and language development in children.

4.1   Describe different factors which may affect language and intellectual development in children.

This could include but not limited to: Opportunity, motivation, timing, environment, lacking in confidence and self-esteem, limited interactions at an early age.

4.2   Describe ways in which these factors may affect a child's language and intellectual development.

Some examples given below but others should be considered.
- If interactions at home are limited then young children will not pick up how to communicate, they will not learn how to interact with others through play which could impact on language, intellectual and all other areas of development.
- Low self-esteem and confidence could prevent a child from interacting with others and therefore impact on their ability to develop intellectually.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion
- Practice file

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

The Investigative Process, Principles and Practical Skills

Unit Reference	T/504/9229
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to produce a plan to test a hypothesis	1.1. Produce a simple testable hypothesis 1.2. Produce a plan identifying variables which need to be controlled 1.3. Record apparatus/materials to implement the plan
2. Be able to implement a practical investigation	2.1 Follow instructions to carry out an investigation methodically 2.2 Use instruments to obtain consistent results 2.3 Make contemporaneous records 2.4 Record readings or observations
3. Be able to work safely in the laboratory	3.1 Carry out a risk assessment 3.2 Follow laboratory safety procedures 3.3 Handle and organise apparatus safely 3.4 Identify common hazard warning symbols

4. Know how to interpret results	4.1	Apply an appropriate numerical or graphical technique to the data
	4.2	Describe trends
	4.3	Draw conclusions
	4.4	Relate results to scientific principles
	4.5	Identify some errors and/or anomalies and limitations

Supporting Unit Information

The Investigative Process, Principles and Practical Skills – T/504/9229 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to produce a plan to test a hypothesis.

1.1   Produce a simple testable hypothesis.

1.2   Produce a plan identifying variables which need to be controlled.

1.3   Record apparatus/materials to implement the plan.

Learning Outcome 2: Be able to implement a practical investigation.

2.1   Follow instructions to carry out an investigation methodically.

2.2   Use instruments to obtain consistent results.

2.3   Make contemporaneous records.

2.4   Record readings or observations.

Learning Outcome 3: Be able to work safely in the laboratory.

3.1   Carry out a risk assessment.

3.2   Follow laboratory safety procedures.

3.3   Handle and organise apparatus safely.

3.4   Identify common hazard warning symbols.

Learning Outcome 4: Know how to interpret results.

4.1   Apply an appropriate numerical or graphical technique to the data.

4.2   Describe trends.

4.3   Draw conclusions.

4.4   Relate results to scientific principles.

4.5   Identify some errors and/or anomalies and limitations.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Written description
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

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600/8419/4

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The Marketing Environment

Unit Reference	T/505/0803
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know about the principles of marketing	1.1	Discuss the principles of marketing
	1.2	Discuss the purpose of marketing
	1.3	Describe the areas of marketing
2. Know about the term 'marketing mix'	2.1	Explain the term 'marketing mix'
	2.2	Discuss the four elements of the 'marketing mix'
3. Understand the impact of the marketplace on an organisation	3.1	Describe the elements that influence the marketplace
	3.2	Identify the impact of these elements on the organisation
4. Understand the main features of buyer behaviour	4.1	Identify a range of market segments
	4.2	Describe the important factors of buyer behaviour

The Marketing Environment – T/505/0803 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about the principles of marketing.

1.1   Discuss the principles of marketing.

1.2   Discuss the purpose of marketing.

1.3   Describe the areas of marketing.

Learning Outcome 2: Know about the term 'marketing mix'.

2.1   Explain the term 'marketing mix'.

2.2   Discuss the four elements of the 'marketing mix'.

Learning Outcome 3: Understand the impact of the marketplace on an organisation.

3.1   Describe the elements that influence the marketplace.

3.2   Identify the impact of these elements on the organisation.

Learning Outcome 4: Understand the main features of buyer behaviour.

4.1   Identify a range of market segments.

4.2   Describe the important factors of buyer behaviour.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

The Sociology of Health

Unit Reference	D/504/9709
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand differing definitions of the concept of health	1.2. Describe the differences between biomedical and social conceptions of health
2. Be able to appreciate competing sociological approaches to the concept of mental illness	2.1 Outline the views on mental illness offered by the approaches of: a) Social Realism b) Social Constructionism c) Labelling Theorists
3. Understand sociological views on the role of medical professionals	3.2 Explain sociological views on the role of medical professionals in society

The Sociology of Health – D/504/9709 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand differing definitions of the concept of health.

1.1   Describe the differences between biomedical and social conceptions of health.

Answers will broadly express the following: Biomedical model focuses on the physical and biological causes and treatment of illness and diseases. Medical treatment is undertaken by doctors and other health professionals. Conversely, a social conception of health look at wider determinates that effect health such as environmental, economic and social aspects. The social conception of health explores how prevention of health issues can occur by addressing detrimental social, environment and economic issues. The social model involves a wider range of individuals and organisations

Learning Outcome 2: Be able to appreciate competing sociological approaches to the concept of mental illness.

2.2   Outline the views on mental illness offered by the approaches of:

a) Social Realism - Answers will broadly cover the following: Mental illnesses may not be universally recognised but they do exist. There are recognisable factors that cause and influence mental ill health and conditions require treatment. There are biomedical causes of mental health and these require medical treatment and there are social causes of mental ill-health which need to be addressed by external agents. Quantitative research is undertaken to draw out empirical causes of ill-health within individuals and groups and to measure effective treatments (medically and on wider social level).

b) Social Constructionism - Answers will broadly cover the following: mental illnesses are 'constructions'. What is viewed to be a mental illness changes over time and reflects cultural and social shifts. Treatment of diseases/illnesses also changes over time and there may be contested

views amongst medical professionals as to what constitutes a mental illness. There are also social expectations as to how someone should behave when they are mentally ill and how they should be treated medically and within society (The Sick Role). Constructionists are more concerned about how mental health designations reflect broader social concerns than on treatment of individuals/ groups. Theorist that could be considered are Browne and Friedson.

c) Labelling Theorists - Answers will broadly cover the following: Health professionals must reach a universal definition of mental ill-health to recognise that there is cause for treatment. Once labelled as having a mental health condition an individual is viable for treatment to become better. Once labelled the individual is more likely to adopt expected behaviors of the illness and health professionals and members of society are more likely to treat them with respect. Labelling designates a-typical behaviors (which might otherwise be attributed to deviance) to sickness. Theorists that could be considered are Goffmann and Rosenhan.

Learning Outcome 3: Understand sociological views on the role of medical professionals.

3.2   Explain sociological views on the role of medical professionals in society.

Answers should focus on at least three views on medical professionals in society. For example, Marxist sociologists may view the role of medical professionals as agents in maintaining the class system by using disability designations to identify which members of society are reasonably in receipt of welfare and those who are deemed to be burdens on society.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

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

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Additional Information

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Understanding Ageing and the Older Person

Unit Reference	Y/504/8588
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand attitudes to ageing from an individual and societal perspective	1.1. Describe social attitudes towards ageing 1.2. Describe own attitudes to ageing and how this affects behaviour towards older people 1.3. Describe how older people have been treated historically 1.4. Describe recent changes in traditional family life and any effect it has had on older people 1.5. Identify reasons for an increase in numbers of older people in society 1.6. Describe the effects of advertising on our attitudes to older people
2. Understand the basic elements of the ageing process	2.1 Describe normal physical ageing and factors that may lead to variations 2.2 Describe normal mental ageing and factors that can lead to variations 2.3 Assess the social needs of individuals as they grow older 2.4 Describe how these changing social needs affect lifestyles

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	2.5	Describe the potential effects of social circumstances on mental and physical deterioration
3. Understand the advantages and disadvantages of living a healthy lifestyle to the ageing process	3.1	Describe what is meant by 'a healthy lifestyle'
	3.2	Describe the effect of living a healthy lifestyle to the ageing process
	3.3	Assess the consequences of living an unhealthy lifestyle on the ageing process
	3.4	Describe how to work with older people to encourage a healthy lifestyle
4. Understand the roles and functions of a range of agencies concerned with care and well-being of older people	4.1	Select key agencies working with older people
	4.2	Describe their roles and how they relate to each other to support the older person
	4.3	Compare the resources they offer to older people

Understanding Ageing and the Older Person – Y/504/8588 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand attitudes to ageing from an individual and societal perspective.

1.1   Describe social attitudes towards ageing.

1.2   Describe own attitudes to ageing and how this affects behaviour towards older people.

1.3   Describe how older people have been treated historically.

1.4   Describe recent changes in traditional family life and any effect it has had on older people.

1.5   Identify reasons for an increase in numbers of older people in society.

1.6   Describe the effects of advertising on our attitudes to older people.

Learning Outcome 2: Understand the basic elements of the ageing process.

2.1   Describe normal physical ageing and factors that may lead to variations.

2.2   Describe normal mental ageing and factors that can lead to variations.

2.3   Assess the social needs of individuals as they grow older.

2.4   Describe how these changing social needs affect lifestyles.

2.5   Describe the potential effects of social circumstances on mental and physical deterioration.

Learning Outcome 3: Understand the advantages and disadvantages of living a healthy lifestyle to the ageing process.

3.1   Describe what is meant by 'a healthy lifestyle'.

3.2   Describe the effect of living a healthy lifestyle to the ageing process.

3.3   Assess the consequences of living an unhealthy lifestyle on the ageing process.

3.4   Describe how to work with older people to encourage a healthy lifestyle.

Learning Outcome 4: Understand the roles and functions of a range of agencies concerned with care and well-being of older people.

4.1   Select key agencies working with older people.

4.2   Describe their roles and how they relate to each other to support the older person.

4.3   Compare the resources they offer to older people.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Project
- Written description
- Group discussion

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

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Additional Information

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Understanding Boundaries and Confidentiality

Unit Reference	L/506/6229
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the difference between boundaries and confidentiality	1.1. Define the terms 'boundaries' and 'confidentiality' 1.2. Describe the difference between boundaries and confidentiality
2. Understand the importance of setting boundaries and the possible consequence of a lack of boundaries	2.1 Explain why boundaries are necessary 2.2 Describe possible consequences when boundaries are not in place 2.3 Describe the risks associated with not setting appropriate boundaries 2.4 Give an account of the areas where an individual's boundaries might need to be improved 2.5 Describe at least two situations where it might be difficult to set boundaries
3. Understand the importance of confidentiality and when it should be breached	3.1 Describe the confidentiality requirements of at least two different situations i.e. social, in the workplace, personal 3.2 Identify at least two situations where confidentiality would need to be breached and who would need to be informed

Understanding Boundaries and Confidentiality – L/506/6229 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the difference between boundaries and confidentiality.

1.1   Define the terms 'boundaries' and 'confidentiality'.

Definition of boundaries (roles and parameters, with examples relating to particular paid and volunteer roles e.g. pupil, teacher, volunteer helper in school, clarity of boundaries), definition of confidentiality (what is confidential (personal) information, not meant for public sharing. Background (e.g. Right to Privacy - European Convention on Human Rights (Article 8). Setting a confidentiality context. Confidentiality policy of relevant organisations if appropriate. Limits of confidentiality and when confidentiality is over-ridden (e.g. where there is a risk of harm or abuse, where there are legal proceedings). Specific reporting requirements (e.g. for FGM).

1.2   Describe the difference between boundaries and confidentiality.

Boundaries establish, confirm and describe roles and relationships and set out parameters for behaviour and action. Confidentiality about personal information and who has access and control. GDPR context.

Learning Outcome 2: Understand the importance of setting boundaries and the possible consequence of a lack of boundaries.

2.1   Explain why boundaries are necessary.

Contextualised examples reflecting the experience of those on the course. Personal and professional boundaries in different settings (e.g. counselling, teaching, medical professions, children and caring roles). Professional/role boundaries protect the individual and the client. Setting out – e.g. acceptable, not acceptable behaviours, practices, language, treatment. Development and support of trust in relationships. Professionalism (even in voluntary settings). Respect for individuals.

2.2   Describe possible consequences when boundaries are not in place.

Examples and case studies where boundaries have not been in place or observed (e.g. examples from churches, charities, football, adult social care). Changing/developing cultures (e.g. film/tv and "Me too"), consequences – personal, legal, employment, damage to trust and reputation (personal, organisational). Culturally specific issues.

2.3   Describe the risks associated with not setting appropriate boundaries.

Risks including potential abuse, misinterpretation of behaviour, creating confusing and misleading behaviour (context specific), damage to an individual, reputational damage.

2.4   Give an account of the areas where an individual's boundaries might need to be improved.

Specific account (with appropriate regard to confidentiality) as an account or case study, showing two or more ways in which boundaries for an individual might need to be developed. Provide specific examples of areas in which boundaries are weak or non-existent, what the risks are, and how these could be clarified and improved.

2.5   Describe at least two situations where it might be difficult to set boundaries.

Provide at least two examples of situations where boundary setting might be difficult. Relate if possible to own experiences. Provide relevant detail about why boundary setting might be difficult in these situations (e.g. where roles have changed (for example moving from a voluntary to a paid role in an organisation, going back as an adult volunteer into a situation where the previous role was as a client). Show what is difficult about each situation, and why, and give ideas about how to overcome the difficulty in each case.

Learning Outcome 3: Understand the importance of confidentiality and when it should be breached.

3.1   Describe the confidentiality requirements of at least two different situations i.e. social, in the workplace, personal.

Give specific detail on two or more situations regarding confidentiality requirements. Policy and practice, identified roles, any specific risks. Provide detail regarding the confidentiality requirements (explicit policy in an organisation or more informal situation?). Potential risks/questions of confidentiality likely to arise in these different situations.

3.2   Identify at least two situations where confidentiality would need to
       be breached and who would need to be informed.

Provide at least two clear situations where confidentiality would need to
be breached. Clearly identify the roles involved, the detail of the situation,
what the confidential issues are and why they would need to be breached
(e.g. immediate risk of harm). Identify the person who should be reported
to (e.g. within a specific organisation or setting - named safeguarding or
welfare officer, police, social services). Whistleblowing.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by
each individual candidate. Where candidates do work in groups, it is
important that the assessor is able to make an accurate assessment of
each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately
qualified to assess learners against the outcomes and criteria within the
units. Generally teaching staff should be qualified and/or vocationally
experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit
may include, but is not limited to:
- Case study
- Report
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

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

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Additional Information

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Understanding Child Protection Theory

Unit Reference	R/504/8525
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the relationship between children's needs and children's rights	1.1. Describe with examples the universal needs of children 1.2. Describe how these needs become rights
2. Understand the different forms that child abuse can take and the effects this can have on children	2.1 Describe signs and symptoms of different forms of possible abuse 2.2 Describe the effects abuse can have on children
3. Understand the importance of responding professionally to a child's disclosure of abuse	3.1 Describe the importance of responding professionally to a child's disclosure of abuse
4. Be able to use observational skills to make and maintain appropriate records around	4.1 Describe how appropriate records can be made based on skilled observation around issues of child protection 4.2 Demonstrate some key skills used when observing children and adults

issues of child protection		
5. Be aware of family circumstances which may result in abusive situations.	5.1	Describe with examples family circumstances which may result in abusive situations
6. Understand the roles and responsibilities of key professionals in relation to child protection.	6.1	Describe the roles and responsibilities of key professionals in relation to child protection
7. Understand the importance of confidentiality in relation to child protection procedures and record keeping.	7.1	Describe the importance of confidentiality in relation to child protection issues and procedures
	7.2	Describe how confidentiality can be maintained in keeping and using records

Understanding Child Protection Theory – R/504/8525 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the relationship between children's needs and children's rights.

1.1   Describe with examples the universal needs of children.

The universal needs of children include their physical, mental and social and emotional needs, which are typically met by their parents or caregivers and community services such as schools, nurseries, health centres and their GP. Their physical needs encompass their need for food, warmth and shelter, rest and access to medical care. A child's mental needs include the need for positive and consistent interactions, the chance to play and learn new skills and language. Social and emotional needs that need to be met include forming positive attachments, and understanding their place and role within their family and wider community.

1.2   Describe how these needs become rights.

The needs of children have become rights through both national and international frameworks which set out the standards of rights which should be recognised and adhered to. These rights have been enshrined in law as children's rights need to be protected and promoted to ensure children's rights are met and they have the best chance to develop to their full potential. Internationally, the Convention on the Rights of the Child sets out the rights which governments must acknowledge and abide by. Furthermore, children are protected in law by legislative acts such as The Children's Act and its reforms which sets out the duties of parents, carers, the Local Authority and other agencies in respect of caring for, safeguarding, and promoting the wellbeing of children.

Learning Outcome 2: Understand the different forms that child abuse can take and the effects this can have on children.

2.1   Describe signs and symptoms of different forms of possible abuse.

Physical signs and symptoms of abuse include cuts and bruises, broken bones, non-accidental head injuries, bite marks, burns and scald marks, and in severe case, death. Signs and symptoms of sexual abuse include inappropriate sexual knowledge, behaviour and language, genital and urinary tract infections, bruising and soreness in the underwear area, and pregnancy. Children experiencing child exploitation may have frequent unexplained absences from home or education; have access to unexplained money or gifts and other signs of sexual abuse.

Signs and symptoms of emotional abuse includes ignoring a child, telling them they are unloved or worthless, being expected to carry out tasks that are beyond their age or developmental abilities, being overly protective of the child, for example not allowing them to take part in activities with their peer group. Neglect occurs when a parent or caregiver omits to provide the child with their basic needs for example not providing food, adequate clothing or bedding or seeking appropriate medical care or treatment. A child experiencing any type of abuse may present as being fearful, clingy or withdrawn, angry, tearful, underweight, dirty or have repeated or untreated issues such as nappy rash head lice or other common childhood ailments.

2.2   Describe the effects abuse can have on children.

Abuse can have long lasting and wide ranging effects on children. They may become withdrawn, tearful or aggressive. They may develop attachment disorders and struggle to form positive relationships. Children who have experienced abuse may struggle to meet their developmental milestones. They may suffer from bedwetting or clothes soiling. Children who have suffered abuse may develop eating disorders or engage in risk taking behaviours, including self-harm and using drugs and/ or alcohol.

Learning Outcome 3: Understand the importance of responding professionally to a child's disclosure of abuse.

3.1   Describe the importance of responding professionally to a child's disclosure of abuse.

It is important to respond professionally to disclosures of abuse to prevent the child being placed at further and increased risk of harm. Unprofessional responses such as confronting the abuser or doing nothing will put the child at further risk. Children often fear not being believed or the consequences of disclosing abuse, so it is important to listen carefully and reassure them they have done the right thing, and that the abuse is not their fault, to avoid them shutting down or escalating their fears. Where appropriate explain to the child what you will do next and act promptly on the information you have received. Making timely notes and referrals to appropriate agencies in line with Local Authority guidance and

applying safeguarding policies and protocols will help to ensure that the child and their family receive appropriate support and interventions.

Learning Outcome 4: Be able to use observational skills to make and maintain appropriate records around issues of child protection.

4.1   Describe how appropriate records can be made based on skilled observation around issues of child protection.

Appropriate records using skilled observation should include the time, date and setting where the observation was made, the name and contact details of the record writer and any others who were present or who the disclosure has been discussed with The name of the child and any other details which are available such as address, date of birth, parent/carers details and details of any siblings or other children who may be affected (for example if a disclosure is made against a member of staff or volunteer at a school or nursery) . Reports should include factual information such as the words a child used, descriptions of marks you have seen or interactions you have seen or heard. It is acceptable to include your opinion but do make clear that it is an opinion and why you formed it. The views and wishes of the child should be reported. Reports should be written an acted upon as soon as possible after a disclosure or observation and should note what action was taken and the outcome of the action taken.

4.2   Demonstrate some key skills used when observing children and adults.

Key skills in observing children and adults include communication and active listening, awareness of family history and culture and working to identify remove or reduce any additional barriers the child or family member may face. It is important to be able to build rapport and trust and to apply consistency in your interactions with the child or adult. It is essential to maintain appropriate professional boundaries and ensure the child remains the focus of your observations.

Learning Outcome 5: Be aware of family circumstances which may result in abusive situations.

5.1   Describe with examples family circumstances which may result in abusive situations.

Abuse can occur in any family regardless of race, culture, and age or socio economic status. Family circumstances which may result in abuse include drug and alcohol issues, criminal offending behaviour

or parental ill mental health. For example, a parent with drug or alcohol issues may be unable to prioritise the budget which could lead to scarcity of food and other essential items in preference for their substances. They may also be incapacitated by their substance use and therefore unable to provide care and suitable interactions with their child.

Domestic abuse between parents is recognised as a safeguarding concern; children homes where there is abuse between their parents suffer emotional abuse and are at heightened risk of other types of abuse and neglect. Parents who received poor parenting themselves or were 'looked after children' may be neglectful or abusive through lack of skills in caring for and parenting their child. Children who have disabilities or communication difficulties can be at an increased risk of abuse. Poverty can impact on a family's circumstance such as their housing stability, community integration and debts, and may increase the risk of abuse due to lack of resources and parents capacity to provide a positive and consistent home life.

Learning Outcome 6: Understand the roles and responsibilities of key professionals in relation to child protection.

6.1   Describe the roles and responsibilities of key professionals in relation to child protection.

Midwives, Health Visitors and School Nurses monitor and record the wellbeing and development of children. GPs and hospital workers are responsible for the treatment of children who have an illness or injury. All health workers have a duty to report any concerns to the appropriate authority and to contribute to further enquiries. Schools and nurseries have regular contacted with children and are responsible for providing educational learning and development, they have duty to report on any disclosures or observations to the appropriate authority and they like health workers are likely to be involved in support and intervention plans where a child is found to be in need of additional services or at risk of harm. Social care workers, and in some areas the NSPCC, are responsible for responding to and investigating disclosures and concerns of abuse and for working with families to make positive changes where abuse has been identified. Social Workers are responsible for putting together child protection plans and monitoring the input of services and the progress of families. The Police can become involved where there are concerns about a child which may result in criminal proceedings and have the power to remove children in an emergency situation.

Learning Outcome 7: Understand the importance of
confidentiality in relation to child protection procedures and
record keeping.

7.1   Describe the importance of confidentiality in relation to child
       protection issues and procedures.

Confidentiality is key in building trusting relationship with others.
People are naturally fearful of being judged, particularly around
personal and sensitive information or issues. People have the right
to a private life and it is important that they understand what
information you have, who has access to it and when, how, why
and who with it would be shared. This may be with appropriate
agencies, and in support of the family, and where possible, with
their consent. It is important to explain that you take their
confidentiality seriously and are respectful of the information that
you have so that children and families can feel confident in sharing
information with you or your organisation. It is essential that
safeguarding children takes priority over the need for
confidentiality and that this is clear to all parents and professionals.

7.2   Describe how confidentiality can be maintained in keeping
       and using records.

Confidentiality can be maintained when keeping and using records by
ensuring the information is accurate, up to date, proportional and there
are appropriate policies and procedures in place to ensure record keepers
are aware of their responsibilities. Consideration should be given to the
secure storage of physical and computer files, for example lockable
cabinets and password secure computing systems. There should be
agreed process for when and how records can be shared, such as over the
phone, secure email, post or face to face, and those whom the records
are about should have information regarding this.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by
each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Case study

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

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Additional Information

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Understanding Counselling Theories

Unit Reference	F/507/9995
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the key theoretical issues informing counselling	1.1. Describe key theoretical issues informing Counselling 1.2. Give examples of key theoretical issues informing counselling
2. Know the main approaches to counselling	2.1 Outline key approaches to counselling 2.2 Give appropriate examples of their application 2.3 Explain the key strengths of each
3. Know the historical background and development of counselling	3.1 Discuss key developments in counselling 3.2 Explain how these developments relate to their historical context
4. Understand the role of theory in the process of counselling	4.1 Describe theories underpinning the counselling process 4.2 Give illustrations for these theories
5. Understand and apply one main counselling model	5.1 Prepare a plan for a detailed study of a chosen counselling model 5.2 Prepare a presentation of the chosen topic

Understanding Counselling Theories – F/507/9995 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the key theoretical issues informing counselling.

1.1   Describe key theoretical issues informing Counselling.

Descriptions of issues in counselling may focus on any of the given examples in 1.2. For example, a learner may describe the factors that may cause an individual to seek counselling after they have been given a diagnosis of a fatal illness. They may seek advice about how to come to terms with dying so that they can enjoy the time they have left with their loved ones. They may also seek guidance as to how to tell their loved ones and help them to find acceptance (i.e. partners and children). Or someone who is finding that they are feeling elevated levels of stress may require help to cope with their daily pressures.

1.2   Give examples of key theoretical issues informing counselling.

Examples of theoretical issues in counselling are: bereavement, marital issues, post-trauma, dealing with fatal illness, mental health illnesses (e.g. depression, anxiety and compulsion disorders), stress management, substance abuse support, etc.

Learning Outcome 2: Know the main approaches to counselling.

2.1   Outline key approaches to counselling.

Answers may include: psychodynamic approach, cognitive approach, Humanistic (Affective) approach, Behavioural approach, hypnotherapy, multimodal therapy, holistic/ integrative approach, etc.

2.2   Give appropriate examples of their application.

Answers should describe in detail examples of the application of at least three of the approaches. Examples (in brief): Cognitive therapy may be used to help someone who is suffering from depression or anxiety by

asking them to discuss the thoughts that they have that cause them to feel depressed or anxious. Psychodynamic approach focuses on encouraging the patient to rationalise or accept what has happened in their past. Behavioural therapy can be used to aid patients that display obsessive or compulsive behaviours. The treatment would focus on 'unlearning' behaviours that are destructive or limit the quality of a person's life.

2.3   Explain the key strengths of each.

Answers should assess at least five strengths at least three of the key counselling approaches. For example: psychodynamic approaches to therapy can aid in the improvement of self-understanding, the ability to rationalise thoughts and feelings, gaining acceptance of events that occurred in the past, being able to think positively about future, building self-esteem and confidence, etc.

Learning Outcome 3: Know the historical background and development of counselling.

3.1   Discuss key developments in counselling.

Answers may broadly discuss: the development of psychoanalysis in the 1890s by Freud and the study of the subconscious mind and popular treatment for then designated mental health issues such as 'hysteria' 'homosexual tendencies' and 'mania'. Counselling emerging as a major treatment approach in the 1950s – covering key theories and approaches that emerged at this time (Psychoanalytical, Humanistic, Behaviourists approaches). There should be some discussion of treatments offered by each school – for example, the use of aversion therapy, positive and negative enforcement, talking therapies, the use of medications, etc. Discussion of how contemporary treatments emerged and the multi-faceted approach to treatment – for example the use of talking therapies, creative therapies, and mood maintaining medication. Learners should discuss the development of specific approaches in detail.

3.2   Explain how these developments relate to their historical context.

Answers may broadly discuss how in the 1890s certain behaviours were considered deviant or perverted and these were either attributed to criminality or insanity (or usually were linked to both). As such, treatment was often more punitive and focused on forcing a patient to stop engaging in the behaviours rather than seeking to 'heal' the individual. Homosexuality was a crime and so treatment was often brutal (for example electric shock treatment). During the 1950s there was a greater awareness of mental health issues because there had been two World Wars which had resulted in increased levels of what would now be called

post-traumatic stress syndrome. The Cold War period created a climate of fear and an increase in anxiety related conditions. The world was also changing in that women were gaining greater access to work outside of the home and this fragmenting of traditional gender roles opened people up to questions about their identity. The sexual revolution and the later decriminalisation of homosexuality opened up questions about sexual and gender identities, where counselling seeks to help a patient accept and celebrate their identity rather than to 'cure' them. Additionally, medical advancements which have enabled sex-reassignment has resulted in an increase of people redefining their gender identities and counselling is often used to enable individual to transition. Learners can address any other historical context to explain how counselling issues and approaches have changed over time.

Learning Outcome 4: Understand the role of theory in the process of counselling.

4.1   Describe theories underpinning the counselling process.

Answers should describe at least three theories underpinning counselling process in detail. Example theories are: person-centred theory, cognitive behavioural theory, psychodynamic theory, etc.

4.2   Give illustrations for these theories

Answers should outline the key principles of the theories including an explanation of where the theory emerged from, the techniques that are used within treatment and the conditions/ issues that they are designed to address.

Learning Outcome 5: Understand and apply one main counselling model.

5.1   Prepare a plan for a detailed study of a chosen counselling model

Answers can be presented in any format that represents genuine planning but should include information on content that will be covered in the presentation of the chosen topic.

5.2   Prepare a presentation of the chosen topic.

Answer may include: an overview of theoretical frameworks of the model and where the models emerged from, the details of the techniques used within the model, details of the types of issues that the counselling approach can be applied to, the short/long term outcomes of use of the counselling techniques in context.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Case study
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Group discussion

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Understanding Disability, Society and the Law

Unit Reference	R/504/8590
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Understand the legal framework for the protection of disabled people and its place in anti-discrimination legislation in the UK	1.1 Describe the legal definition of disability
	
	1.2 Describe the current legislation and its place in anti-discrimination legislation
	
	1.3 Describe the importance of the law on Disability Discrimination to people with:
	    a. mental health problems
	    b. physical disabilities
	    c. learning disabilities
	    d. visual impairment
	    e. hearing impairment

2. Know how to support people with disabilities so they are cognisant of and able to exercise their rights under the law	2.1 Describe a number of practical ways of supporting people with disabilities so they are cognisant of and able to exercise their rights under the law 2.2 Describe the importance of taking into account a wide range of needs when disseminating information to people with disabilities

3. Understand the current philosophies towards people who have support needs	3.1 Describe present day philosophies that underpin and support people with:
	    • mental health problems
	    • physical disabilities
	    • learning disabilities
	    • visual impairment

		• hearing impairment
	3.2	Illustrate by example based on these philosophies how to work effectively with an individual from one of these groups to enable them to achieve an 'ordinary life'
	3.3	Compare the strengths and weaknesses of the medical model and social model of disability
4. Understand the historical and present day attitudes in society towards people with disabilities	4.1	Describe the historical and present day values and attitudes to people with: • mental health problems • physical disabilities • learning disabilities • visual impairment • hearing impairment
	4.2	Describe the effect these perceptions have had on the treatment in society of one of these groups of disabled people
	4.3	Compare the strengths and weaknesses of the medical model and social model of disability

Understanding Disability, Society and the Law – R/504/8590 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the legal framework for the protection of disabled people and its place in anti-discrimination legislation in the UK.

1.1 Describe the legal definition of disability.

1.2 Describe the current legislation and its place in anti-discrimination legislation.

1.3 Describe the importance of the law on Disability Discrimination to people with:
- mental health problems
- physical disabilities
- learning disabilities
- visual impairment
- hearing impairment.

Learning Outcome 2: Know how to support people with disabilities so they are cognisant of and able to exercise their rights under the law.

2.1 Describe a number of practical ways of supporting people with disabilities so they are cognisant of and able to exercise their rights under the law.

2.2 Describe the importance of taking into account a wide range of needs when disseminating information to people with disabilities.

Learning Outcome 3: Understand the current philosophies towards people who have support needs.

3.1 Describe present day philosophies that underpin and support people with:
- mental health problems

- physical disabilities
- learning disabilities
- visual impairment
- hearing impairment.

3.2 Illustrate by example based on these philosophies how to work effectively with an individual from one of these groups to enable them to achieve an 'ordinary life'.

3.3 Compare the strengths and weaknesses of the medical model and social model of disability.

Learning Outcome 4: Understand the historical and present day attitudes in society towards people with disabilities.

4.1 Describe the historical and present day values and attitudes to people with:
- mental health problems
- physical disabilities
- learning disabilities
- visual impairment
- hearing impairment.

4.2 Describe the effect these perceptions have had on the treatment in society of one of these groups of disabled people.

4.3 Compare the strengths and weaknesses of the medical model and social model of disability.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Report
- Reflective log/diary
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Understanding How Children Learn

Unit Reference	Y/505/1619
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the stages of child development	1.1. Give examples of stages and sequences of development with reference to a theorist 1.2. Describe how environmental, physical, social, cultural and genetic factors influence development
2. Know how to promote child learning	2.1 Outline how the adult can meet the needs of young children in the development of learning 2.2 Describe an environment which encourages exploration and discovery 2.3 Describe, with examples, how learning can be influenced by the senses 2.4 Identify other professionals who could enhance children's intellectual development 2.5 Give examples of how activities could be adapted to meet the learning needs of groups with particular difficulties

Understanding How Children Learn – Y/505/1619 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the stages of child development.

1.1   Give examples of stages and sequences of development with reference to a theorist.

1.2   Describe how environmental, physical, social, cultural and genetic factors influence development.

Learning Outcome 2: Know how to promote child learning.

2.1   Outline how the adult can meet the needs of young children in the development of learning.

2.2   Describe an environment which encourages exploration and discovery.

2.3   Describe, with examples, how learning can be influenced by the senses.

2.4   Identify other professionals who could enhance children's intellectual development.

2.5   Give examples of how activities could be adapted to meet the learning needs of groups with particular difficulties.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment method. Evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Understanding How to Conserve Grass as Hay and Silage

Unit Reference	A/505/6473
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the principles of conserving grass as hay and silage	1.1.	Describe the processes of silage fermentation and factors influencing it
	1.2.	Describe the process of hay drying and the factors influencing it
	1.3.	State the advantages and disadvantages of conserving grass as hay and silage
2. Be able to assess silage and hay quality	2.1	Visually assess the quality of hay
	2.2	Visually assess the quality of silage
	2.3	Describe the changes that occur in the feeding value of grass prior to harvesting
	2.4	Relate harvest date to 'D' value and yield
	2.5	Interpret a simple forage analysis
	2.6	Suggest possible causes of different types of crop wastage with possible action to prevent re-occurrence
3. Understand how to prepare for silage or hay harvesting	3.1	Describe a manurial programme for either hay or silage
	3.2	Describe a management plan for a grass

	crop up to the point of storage
	3.3 Describe the requirements of a crop storage area
	3.4 List the specifications of the machinery and the sequence necessary for an efficient harvesting system

Understanding How to Conserve Grass as Hay and Silage – A/505/6473 –
Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the
Learning Outcomes and Assessment Criteria. It is intended as a resource
to help guide the delivery and assessment of the unit. Indicative content
is NOT a statement of material which must be covered and evidenced for
assessment.

**Learning Outcome 1: Understand the principles of conserving
grass as hay and silage.**

1.1   Describe the processes of silage fermentation and factors
       influencing it.

1.2   Describe the process of hay drying and the factors influencing it.

1.3   State the advantages and disadvantages of conserving grass and
       hay and silage.

Learning Outcome 2: Be able to assess silage and hay quality.

2.1   Visually assess the quality of hay.

2.2   Visually assess the quality of silage.

2.3   Describe the changes that occur in the feeding value of grass prior
       to harvesting.

2.4   Relate harvest date to 'D' value and yield.

2.5   Interpret a simple forage analysis.

2.6   Suggest possible causes of different types of crop wastage with
       possible action to prevent re-occurrence.

**Learning Outcome 3: Understand how to prepare for silage or hay
harvesting.**

3.1   Describe a manurial programme for either hay or silage.

3.2   Describe a management plan for a grass crop up to the point of
       storage.

3.3 Describe the requirements of a crop storage area.

3.4 List the specifications of the machinery and the sequence necessary for an efficient harvesting system.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practice file
- Group discussion

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Understanding how to Meet the Physical Needs of Children

Unit Reference	R/505/3305
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand health and hygiene requirements for the development of young children's physical needs	1.1. Describe the general health and hygiene requirements for the development of young children's physical needs 1.2. Describe the necessary provision and variation, which may occur within families and cultures
2. Understand commonly encountered illnesses and how to support children and families	2.1 Describe the signs and symptoms of commonly encountered illnesses in young children 2.2 Describe how to care for a sick child with a range of illnesses and how best to support the family
3. Understand the importance of keeping health records and maintaining confidentiality	3.1 Give examples of appropriate record keeping 3.2 Explain why it is important to maintain confidential records

Understanding how to Meet the Physical Needs of Children – R/505/3305
– Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the
Learning Outcomes and Assessment Criteria. It is intended as a resource
to help guide the delivery and assessment of the unit. Indicative content
is NOT a statement of material which must be covered and evidenced for
assessment.

**Learning Outcome 1: Understand health and hygiene requirements
for the development of young children's physical needs.**

1.1   Describe the general health and hygiene requirements for the
       development of young children's physical needs.

Hand washing, skin care, teeth care, regular nappy changing, bath and
showers, toileting, hair care, meal times and rest and sleep should be
included.

1.2   Describe the necessary provision and variation, which may occur
       within families and cultures.

Some parents/carers may have preferences in terms of the types of
products they wish to be used on their child, they may also choose to use
re-useable nappies as a pose to disposable nappies. Children may have
sensitive skin so specific products may be required. Cultural and religious
reasons could include parents/carers wanting their child cared for in a
certain way e.g. it is common for families to shower rather than have a
bath or to do all washing under running water.

**Learning Outcome 2: Understand commonly encountered illnesses
and how to support children and families.**

2.1   Describe the signs and symptoms of commonly encountered
       illnesses in young children.

Common childhood illnesses Chickenpox, German Measles, Measles,
Impetigo, Scabies, Scarlet Fever, Meningitis (bacterial and viral) Mumps,
Flu, Diarrhoea and vomiting, common cold, Ear infection, Whooping
Cough, Tonsillitis. Each illness should include signs and symptoms e.g.
chickenpox – pink spots that turn into blisters, slight fever and headache,
spots are itchy, children feel unwell.

2.2   Describe how to care for a sick child with a range of illnesses and how best to support the family.

Each illness listed in 2.1 should be included here example for chickenpox: keep child comfortable, give paracetamol, apply cooling gel such as calamine lotion to spots to ease itching. Give comfort and reassurance, advice parents/carers of exclusion period (5 days from onset of rash).

Learning Outcome 3: Understand the importance of keeping health records and maintaining confidentiality.

3.1   Give examples of appropriate record keeping.

Record keeping should include documenting personal care routines e.g. nappy changing, rest/sleep as well as observations of illness. Examples should include time, date, care routine, who did this, what happened. Learners could include an example from their setting here.

3.2   Explain why it is important to maintain confidential records.

All records should remain confidential following GDPR and settings own policies and procedures. This is to ensure that records relating to a child are not exposed to others. Learners could relate this to their own setting.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Reflective log/diary

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Oral question and answer
- Role play/simulation
- Group discussion

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Additional Information

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Understanding Mental Health

Unit Reference	H/504/8965
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the term 'Mental Health'	1.1. Define the term 'Mental Health' 1.2. Describe the key symptoms of mental health illnesses 1.3. Describe the impact of mental health problems
2. Know about methods for treating and/or controlling mental illness	2.1 Describe management and treatment approaches that may be used in mental illnesses 2.2 Compare the strengths and weaknesses of the different approaches described
3. Know about aggressive behaviour	3.1 Describe obvious signs of aggressive behaviour 3.2 Explain causes of aggressive behaviour 3.3 Describe different ways of defusing and controlling volatile situations
4. Know about the role of therapeutic communication	4.1 Outline therapeutic verbal and non-verbal communication skills used in mental health 4.2 Give an example of the use of skills,

skills in 'Mental Health'	describing own strengths and weaknesses
5. Know about the roles and functions of agencies and individuals providing care services for people who are mentally ill	5.1 Identify the different agencies working the field of 'Mental Health' 5.2 Explain the roles of the identified agencies 5.3 Explain how they relate to each other to support an individual with mental illness

Understanding Mental Health – H/504/8965 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the term 'Mental Health'.

1.1   Define the term 'Mental Health'.

Answers may make reference to: everyone has mental health and they can either experience good mental health or bad mental health. Good mental health means an individual is in a state of psychological and emotional well-being where they can cope with the usual pressures of their life and be productive. Someone who has compromised mental health will be under either/both psychological or emotional strain and may struggle to cope with their daily lives. Mental health is likely to fluctuate as a person experiences different life events.

1.2   Describe the key symptoms of mental health illnesses.

Answers may include general or specific symptoms of general or specific mental health illnesses. For example, a general set of symptoms for mental health illnesses may include: low mood, panic attacks, fear of certain settings of situations, aggressive or risky behaviours, etc. Specific symptoms of an anxiety disorder may be: sweating, panic attacks, inability to rest/sleep, inability to sit still, fidgeting etc.

1.3   Describe the impact of mental health problems.

Answers will be stronger if they are more nuanced so that they consider both short and long term impacts on an individual's life. For example, in the short term anxiety disorders could cause someone to have a panic attack that could endanger their well-being in certain situations (for example if they were driving). In the long term anxiety can lead to a person becoming isolated and becoming depressed. Any appropriate description of the impact of general mental health illness or specific conditions and its impact is acceptable.

Learning Outcome 2: Know about methods for treating and/or controlling mental illness.

2.1   Describe management and treatment approaches that may be used in mental illnesses.

Answers should describe at least three management and treatment approaches including: medication, psychotherapy/ and other talking therapies, hospitalisation in a psychiatric unit, meditation or mindfulness, creative therapies (such as painting, dance or music), etc.

2.2   Compare the strengths and weaknesses of the different approaches described.

Answers should closely compare the strengths and weaknesses of at least two different approaches. For example: creative therapies are non-intrusive and focus on providing positive stimulus for well-being. They can work especially well in enabling re-socialisation and increasing confidence and emotional balance. Usually creative therapies are used in combination with talking therapies as they can have limited impact in themselves. Creative therapies are unlikely to be able to combat acute mental health illnesses where more formalised treatment pathways are more appropriate. Medications are usually more effective when someone is suffering a severe form of mental health illness and where the risk to the individual or others is greater. However, often a range of medications need to be tried before the right fit emerges, they can also have significant physical side effects, and many patients complain of an emotional numbing effect that makes them feel as though they are losing their identity. Medication is rarely effective treatment on its own as it does not tackle the psychological and emotional triggers for the condition.

Learning Outcome 3: Know about aggressive behaviour.

3.1   Describe obvious signs of aggressive behaviour.

Answer may include: use of insulting language, sarcasm, repeating what has been said, pretending not to hear or understand, obsessing, sulking and withdrawing, tensed body language, angry facial expressions, fidgeting, clenching hands, pacing, violence, etc.

3.2   Explain causes of aggressive behaviour.

Answers may include: frustration, feeling as though people do not listen or understand, being faced by something that is feared or causes anger, being under the influence of drugs or alcohol, intense emotional responses to life events, etc.

3.3   Describe different ways of defusing and controlling volatile
       situations.

Answers may include: speaking calmly and slowly, use non-threatening
body language, gesture and facial expressions, providing a private and
safe space to retreat to, asking others to leave the situation, actively
listening to the issues, offer guidance and support where can, avoid
making promises about solutions that are unreasonable or unachievable,
etc.

**Learning Outcome 4: Know about the role of therapeutic
communication skills in 'Mental Health'.**

4.1   Outline therapeutic verbal and non-verbal communication skills
       used in mental health.

Answers may include: Developing rapport, demonstrating respect,
using appropriate eye contact and open body language, active
listening, adjusting level of language to the patient, repeating and
confirming what a patient has said to confirm understanding, paying
attention to the words, body language and facial expressions used by
the patient, consider cultural and social background in all interactions,
providing a safe, private and confidential space.

4.2   Give an example of the use of skills, describing own strengths
       and weaknesses.

Answers should describe and example of when the learner has
personally adopted therapeutic sills and assess how successful they
were. Or they can describe a case study example of a therapeutic
session and assess the strengths and weaknesses. Strengths may
broadly indicate when verbal or nonverbal communication methods
were used to aid the patient (for example, the therapist remembered in
their last meeting that the patient had a party coming up and they ask
the patient whether they enjoyed it – this shows that they listen to the
patient and care about them as individuals). Weaknesses may
generally outline where opportunities were missed to help the patient
(for example, a therapist may have missed that a patient's body
language was clearly defensive and withdrawn when verbally they are
saying that they are ok).

**Learning Outcome 5: Know about the roles and functions of
agencies and individuals providing care services for people who
are mentally ill.**

5.1   Identify the different agencies working the field of 'Mental Health'.

Answers may include: GP and other NHS professionals, local social services (including adult services, child and adolescent services, learning disability services, substance misuse services), charitable organisations (e.g. MIND, Mental Health Foundation, Samaritans, etc), educators (especially in relation to special learning needs and pastoral support) and occasionally the emergency services.

5.2   Explain the roles of the identified agencies.

Answers may include: GPs are often first point of contact for those who are struggling with mental health issues they can offer medicated treatment pathways, offer support and guidance and make referrals to counselling and psychiatric teams. Counsellors and psychologist/psychiatric therapists can provide specific therapies such as talking therapies, cognitive behaviour therapies, and recommend/prescribe medication treatments. Charitable organisations initially can provide advice and guidance to enable an individual to contact a medical professional or to get in contact with other people who suffer from their condition. They also sometimes offer counselling treatment. Social services become involved when vulnerable individuals are involved, for example when a child has a condition or when a parent has a condition and there are some concerns about their welfare and the welfare of others in their care. Educators have a responsibility to safeguard all their learners and to ensure they can maximise on learning opportunities and they can liaise with parents and support workers to ensure they provide these aspects. Emergency services become involved when a person is an immediate risk to themselves or others or where harm has already been caused.

5.3   Explain how they relate to each other to support an individual with mental illness.

Answers may include: within the NHS GPs will make referrals to counsellors or psychiatric therapists. NHS professionals will involve Social Services when there are concerns about the ongoing wellbeing or needs of vulnerable individuals or those who are in their care. Educators will contact social services if they view that a learner in their care is at risk or being harmed, they may also contact the police when a severe risk or a potential crime has been identified. The emergency services can sometimes be the first point of contact for someone who poses an severe and/or immediate risk to themselves or others. The emergency services will link up with health professionals and social services to ensure the ongoing well-being of the individual (and those in their care).

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Understanding the Physical Development of Children and Young People

Unit Reference	D/504/8589
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the physical growth and development of children and how this relates to other aspects of their development	1.1. Describe the physical development of children and how this relates to other aspects of their development
2. Understand the necessary requirements for promoting the physical development of children	2.1 Describe with examples the requirements needed to promote the physical development of children
3. Understand the difference between fine and gross motor skills and their development using a range of activities and different equipment	3.1 Know different approaches and equipment which can be used to promote both fine and gross motor skills

4. Understand the importance of maintaining a safe environment whilst promoting the physical development of children	4.1	Describe how to maintain a safe environment whilst promoting the physical development of children
5. Understand ways of promoting physical development in children and young people without discriminating on grounds of gender, race, culture or disability	5.1	Describe strategies which could be used to overcome stereotyping when promoting physical development in children and young people

Understanding the Physical Development of Children and Young People – D/504/8589 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the physical growth and development of children and how this relates to other aspects of their development.

1.1   Describe the physical development of children and how this relates to other aspects of their development.

Physical stages of development should be included split into age ranges e.g. 0-6months, 6-12months, 1-2yrs, 2-3yrs, 3-5yrs, 5-8yrs, 8-12yrs. Both fine motor and gross motor should be considered for all age groups. Example at around 12-15 months children start to walk this will enable children to explore their environment more freely and therefore build on their confidence and self-esteem (emotional development, intellectual development). Learners should include how all areas of development are connected.

Learning Outcome 2: Understand the necessary requirements for promoting the physical development of children.

2.1   Describe with examples the requirements needed to promote the physical development of children.

Answers are not limited to but should consider the following: Adults should encourage and support children in their physical development, they can plan opportunities to develop these areas through play activities and toys this will allow the children to explore and develop in this area. E.g. providing young children with puzzles, threading will promote and develop their fine motor skills and hand-eye co-ordination.

Learning Outcome 3: Understand the difference between fine and gross motor skills and their development using a range of activities and different equipment.

3.1   Know different approaches and equipment which can be used to

promote both fine and gross motor skills.

Split this into age groups e.g. babies, mobile babies, walking toddlers, 3-3yrs, 3-5yrs, 5yrs-12yrs. Example non-mobile babies fine motor activities equipment – rattles and shakers, treasure baskets, water play. Gross motor activities – baby gyms, stacking beakers. Learners should provide examples for each age range.

Learning Outcome 4: Understand the importance of maintaining a safe environment whilst promoting the physical development of children.

4.1   Describe how to maintain a safe environment whilst promoting the physical development of children.

Learners should include examples such as considering children's age, stage of development as well as individual needs. Always monitor the environment to ensure that hazards are limited whilst still allowing children to explore and promote their development. Answers are not limited to this.

Learning Outcome 5: Understand ways of promoting physical development in children and young people without discriminating on grounds of gender, race, culture or disability.

5.1   Describe strategies which could be used to overcome stereotyping when promoting physical development in children and young people.

Strategies could include encouraging all children to participate in activities and ensuring that all children have access to activities for example if playing outdoors ensure all children are able to access the outdoor area and are able to use the equipment. Challenge stereotypical behaviours witnessed for example if a group of boys are playing football and girls want to play ensure that they do and challenge anyone who says girls can't play this. Answers are not limited to this, learners will come up with their own ideas.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Group discussion

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

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Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Understanding the Value of Food and Nutrition for Children and Young People

Unit Reference	M/504/9620
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the nutritional value of common food and drink	1.1. Explain what constitutes a balanced diet 1.2. Give examples of balanced menus suitable for a range of ages and for meeting the different dietary requirements of religious and cultural practices
2. Know why attractive presentation of food and drink is important	2.1 Describe ways in which children and young people's food can be attractively presented 2.2 State why it is important to present food attractively
3. Understand health and safety requirements and legislation in relation to food preparation and storage	3.3 Describe the health and safety requirements for food preparation and storage 3.4 Identify key legislation relating to food preparation and storage and explain why it is important 3.5 Explain the consequences of failing to meet health and safety requirements in food preparation and storage

| 4. Understand the importance of introducing children to cultural and religious variations in types of food, preparation, utensils and eating habits | 4.1 | Identify examples of cultural and religious variations in types of food, preparation, utensils and eating habits |
| | 4.2 | Explain why it is important to know about cultural and religious variations in types of food, preparation, utensils and eating habits when preparing and cooking food for children and young people |

Understanding the Value of Food and Nutrition for Children and Young People – M/504/9620 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the nutritional value of common food and drink.

1.1 Explain what constitutes a balanced diet.

A healthy diet should include a wide variety of foods including fruits and vegetables, bread, pasta, rice potatoes, milk and dairy products, meat, eggs, fish poultry, beans and pulses and foods high in fat, salt or sugar, e.g. crisps, sweets, chocolate and ice cream.

1.2 Give examples of balanced menus suitable for a range of ages and for meeting the different dietary requirements of religious and cultural practices.

Menus should be a day for different age groups and include a dietary requirement of religious and cultural practices. For example, a vegetarian option should be included or a gluten free option or halal meat.

Learning Outcome 2: Know why attractive presentation of food and drink is important.

2.1 Describe ways in which children and young people's food can be attractively presented.

Food can be presented to children in an attractive way such as making faces from food or animals this makes it more interesting to the children, also using bright colours or using attractive serving dishes and bowls can help.

2.2 State why it is important to present food attractively.

This encourage children to eat what is given to them it makes the food look fun. Having colours or making it look attractive encourages the children to eat healthier.

Learning Outcome 3: Understand health and safety requirements and legislation in relation to food preparation and storage.

3.1   Describe the health and safety requirements for food preparation and storage.

Answers should include but is not limited to the following:

Preparation and storage:

- Always have clean food from reliable sources and wash raw fruits and vegetables.
- Ensure all cutting boards, knives and equipment used for raw meats, fish and poultry are washed after use.
- Keep hot foods hot and cold foods cold
- Reach an internal temperature of 165° to 170° F for foods to be held for serving. Maintain a minimum temperature of 140° F during the serving period.
- Avoid cross-contamination of foods during preparation, storage, and service.
- Wash hands with soap and water before preparing food
- Keep all surfaces and areas clean and organized
- Avoid touching food as much as possible

3.2   Identify key legislation relating to food preparation and storage and explain why it is important.

Legislation should include The Food Hygiene Regulations, Health and safety at Work Act.

3.3   Explain the consequences of failing to meet health and safety requirements in food preparation and storage.

This could lead to illness of children or others eating the food prepared as well as not being able to prepare food onsite due to not following the legislation and standards.

Learning Outcome 4: Understand the importance of introducing children to cultural and religious variations in types of food, preparation, utensils and eating habits.

4.1   Identify examples of cultural and religious variations in types of food, preparation, utensils and eating habits.

Some religions do not eat pork or beef some are vegetarians. Some religions like Judaism and Islam specify how their meat should be

prepared. Some cultures use their fingers to eat all of these should be respected and their requirements followed.

4.2 Explain why it is important to know about cultural and religious variations in types of food, preparation, utensils and eating habits when preparing and cooking food for children and young people.

This is vital, so you are following their wishes, beliefs and requirements and that you are not making assumptions. Answers are not limited to this and other considerations should be included.

Teaching Strategies and Learning Activities

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Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Group discussion

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Additional Information

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Using the Internet

Unit Reference	A/502/4297
Level	2
Credit Value	4
Guided Learning	32
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Connect to the internet	1.1.	Identify different types of connection methods that can be used to access the internet
	1.2.	Identify the benefits and drawbacks of the connection method used
	1.3.	Get online with an internet connection
	1.4.	Use help facilities to solve internet connection problems
2. Use browser software to navigate web pages effectively	2.1	Select and use browser tools to navigate web pages
	2.2	Identify when to change settings to aid navigation
	2.3	Adjust browser settings to optimise performance and meet needs
	2.4	Identify ways to improve the performance of a browser
3. Use browser tools to search for information from the internet	3.1	Select and use appropriate search techniques to locate information efficiently
	3.2	Describe how well information meets requirements

	3.3	Manage and use references to make it easier to find information another time
	3.4	Download, organise and store different types of information from the internet
4. Use browser software to communicate information online	4.1	Identify opportunities to create, post or publish material to websites
	4.2	Select and use appropriate tools and techniques to communicate information online
	4.3	Use browser tools to share information online
	4.4	Submit information online
5. Understand the need for safety and security when working online	5.1	Describe the threats to the system performance when working online
	5.2	Work responsibly and take appropriate safety and security precautions when working online
	5.3	Describe the threats to information security when working online
	5.4	Manage personal access to online sources securely

Using the Internet – A/502/4297 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Connect to the internet.

1.1 Identify different types of connection methods that can be used to access the internet.

1.2 Identify the benefits and drawbacks of the connection method used.

1.3 Get online with an internet connection.

1.4 Use help facilities to solve internet connection problems.

Learning Outcome 2: Use browser software to navigate web pages effectively.

2.1 Select and use browser tools to navigate web pages.

2.2 Identify when to change settings to aid navigation.

2.3 Adjust browser settings to optimise performance and meet needs.

2.4 Identify ways to improve the performance of a browser.

Learning Outcome 3: Use browser tools to search for information from the internet.

3.1 Select and use appropriate search techniques to locate information efficiently.

3.2 Describe how well information meets requirements.

3.3 Manage and use references to make it easier to find information another time.

3.4   Download, organise and store different types of information from the internet.

Learning Outcome 4: Use browser software to communicate information online.

4.1   Identify opportunities to create, post or publish material to websites.

4.2   Select and use appropriate tools and techniques to communicate information online.

4.3   Use browser tools to share information sources with others.

4.4   Submit information online.

Learning Outcome 5: Understand the need for safety and security practices when working online.

5.1   Describe the threats to system performance when working online.

5.2   Work responsibly and take appropriate safety and security precautions when working online.

5.3   Describe the threats to information security when working online.

5.4   Manage personal access to online sources securely.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Website Software

Unit Reference	R/502/4631
Level	2
Credit Value	4
Guided Learning	32
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Create structures and styles for websites	1.1. Describe what website content and layout will be needed for each page 1.2. Plan and create web page templates to layout 1.3. Select and use website features and structures to help the user navigate round web pages within the site 1.4. Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand 1.5. Describe how copyright and other constraints may affect the website 1.6. Describe what access issues may need to be taken into account 1.7. Describe what file types to use for saving content 1.8. Store and retrieve files effectively, in line with local guidelines and conventions where available
2. Use website software tools to	2.1 Prepare content for web pages so that it is ready for editing and formatting

prepare content for websites	2.2	Organise and combine information needed for web pages including across different software
	2.3	Select and use appropriate editing and formatting techniques to aid both clarity and navigation
	2.4	Select and use appropriate development techniques to link information across pages
	2.5	Change the file formats appropriately for content
	2.6	Check web pages meet needs, using IT tools and making corrections as necessary
3. Publish websites	3.1	Select and use appropriate testing methods to check that all elements of websites are working as planned
	3.2	Identify any quality problems with websites and how to respond to them
	3.3	Select and use an appropriate programme to upload and publish the website
	3.4	Respond appropriately to problems with multiple page websites

Website Software – R/502/4631 – Level 2

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Create structures and styles for websites.

1.1   Describe what website content and layout will be needed for each page.

1.2   Plan and create web page templates to layout.

1.3   Select and use website features and structures to help the user navigate round web pages within the site.

1.4   Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand.

1.5   Describe how copyright and other constraints may affect the website.

1.6   Describe what access issues may need to be taken into account.

1.7   Describe what file types to use for saving content.

1.8   Store and retrieve files effectively, in line with local guidelines and conventions where available.

Learning Outcome 2: Use website software tools to prepare content for websites.

2.1   Prepare content for web pages so that it is ready for editing and formatting.

2.2   Organise and combine information needed for web pages including across different software**.**

2.3   Select and use appropriate editing and formatting techniques to aid both clarity and navigation.

2.4   Select and use appropriate development techniques to link information across pages.

2.5   Change the file formats appropriately for content.

2.6   Check web pages meet needs, using IT tools and making corrections as necessary.

Learning Outcome 3: Publish websites.

3.1.   Select and use appropriate testing methods to check that all elements of websites are working as planned.

3.2.   Identify any quality problems with websites and how to respond to them.

3.3.   Select and use an appropriate programme to upload and publish the website.

3.4.   Respond appropriately to problems with multiple page websites.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

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Additional Information

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Unit Reference	R/502/4628
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Enter, edit and combine text and other information accurately within word processing documents	1.1. Identify what types of information are needed in documents 1.2. Use appropriate techniques to enter text and other information accurately and efficiently 1.3. Select and use appropriate templates for different purposes 1.4. Identify when and how to combine and merge information from other software or other documents 1.5. Select and use a range of editing tools to amend document content 1.6. Combine or merge information within a document from a range of sources 1.7. Store and retrieve document and template files effectively, in line with local guidelines and conventions where available
2. Create and modify layout and structures for	2.1 Identify the document requirements for structure and style 2.2 Identify what templates and styles are

word processing documents		available and when to use them
	2.3	Create and modify columns, tables and forms to organise information
	2.4	Select and apply styles to text
3. Know about support agencies in his/her area	3.1	Identify how the document should be formatted to aid meaning
	3.2	Select and use appropriate techniques to format characters and paragraphs
	3.3	Select and use appropriate page and section layouts to present and print documents
	3.4	Describe any quality problems with documents
	3.5	Check documents meet needs, using IT tools and making corrections as necessary
	3.6	Respond appropriately to quality problems with documents so that outcomes meet needs

Word Processing Software – R/502/4628 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

LO1, LO2 and LO3 are the key areas of achievement for this unit.

Learning Outcome 1: Enter, edit and combine text and other information accurately within word processing documents.

1.1   Identify what types of information are needed in documents

Learners must be able to identify what types of information are needed in documents. Types of information might include text or graphic sources, information that is free to use (copyright © free) information that is relevant to the context. There should be some variation across several documents submitted for evidence.

1.2   Use appropriate techniques to enter text and other information accurately and efficiently.

Learners must be able to use appropriate techniques to enter text and other information accurately and efficiently. The use of keyboard shortcuts (efficient methods) using icons and the keyboard, using built in spell checks which helps check the quality of input in word processors as you type. Word processors also include built in grammar checkers that can be used to improve the readability of work.

1.3   Select and use appropriate templates for different purposes.

Learners should select and use appropriate templates that are fit for different purposes of the document such as A4 portrait orientation for a covering letter and multi-columns for a news article. Learners select and use at least 4 different templates that are readily available or downloadable from the internet at this level.

1.4   Identify when and how to combine and merge information from other software or other documents.

Learners must be able to identify when and how to combine and merge information. Most word processing software has the ability to import and incorporate other types of data into a word document. Learners could identify when and how to import and manipulate images and embed other objects to improve the display of their document. This may also include information from other office-based applications, such as merging spreadsheet or database data or merge pages from other word-processed files.

1.5   Select and use a range of editing tools to amend document content.

Learners should demonstrate good skills in editing tools such as select, copy, cut, paste, undo, redo, drag and drop, insert, delete, size and position.
Documents should include those with text, graphics, multiple styles and tables.

1.6   Combine or merge information within a document from a range of sources.

Learners must demonstrate that they can combine or merge information of different types or from different sources into a document. Types of information may include text, numbers, images and other graphic elements, information from other office-based applications, such as merging spreadsheet or database data or merge pages from other word-processed files. Sources may include internet documents, printed material and other word-processed documents.

1.7   Store and retrieve document and template files effectively, in line with local guidelines and conventions where available.

Learners should demonstrate good basic file management techniques. Learners should be able to save or save as, use appropriate file names and save documents in an appropriate format e.g. *docx, *doc, *pdf and in an appropriate location. They should be able to locate their files and open them routinely. It may also be useful for learners to consider saving different versions of their document to show progress and achievement over time.

Learning Outcome 2: Create and modify layout and structures for word processing documents.

2.1   Identify the document requirements for structure and style.

Learners should identify the document requirements based on the intended audience and purpose. They should be familiar with page orientation, e.g. portrait and landscape and page sizes such as A3, A4, A5

and that US sizes are based on a different standard. They should identify clarity (easy to see) AND consistency. Learners should be provided with opportunities to make decisions about the requirements for structure and style in relation to the tools selected.

2.2   Identify what templates and styles are available and when to use them.

Learners should be able to identify and be aware of templates and styles that are available and how they can be used as a basis for the design of similar documents needed in the future (e.g. house style for an organisation).

2.3   Create and modify columns, tables and forms to organise information.

Learners should be able to create and modify columns, tables and forms in their documents to organise information.

2.4   Select and apply styles to text.

Learners should be able to select and apply pre-defined styles available (such as applying a style to a heading) and demonstrate their application in a range of contexts. Learners may wish to edit pre define styles to make their own styles or create new styles.

Learning Outcome 3: Use word processing software tools to format and present documents effectively to meet requirements.

3.1   Identify how the document should be formatted to aid meaning.

Learners must be able to identify appropriate tools to format and enhance the presentation of a document. Formatting may include; bold, italic and underlining, word art, borders and shading.

3.2   Select and use appropriate techniques to format characters and paragraphs.

Learners must use appropriate techniques to format paragraphs. This may include paragraph alignment, line and paragraph spacing, line spacing and bullets and indentations.

3.3   Select and use appropriate page and section layouts to present and print documents.

Learners should select and use appropriate page layout to present and print documents. Learners should be familiar with the basic need for

margins, page numbers, orientation and headers and footers where appropriate. Learners should be familiar with common page orientation for specific documents e.g. a letter or CV should always be in portrait orientation. At this level learners may also be able to demonstrate using different page orientations within one document.

3.4 Describe any quality problems with documents.

Learners should be able to describe at least 4 quality problems within at least 2 different documents. This should include describing their strengths and weaknesses in terms of quality. Quality problems may include; layout, spelling and grammar, formatting, styles, file format, indexes and referencing.

3.5 Check documents meet needs, using IT tools and making corrections as necessary.

Learners need to check their documents meet needs and free from errors. Learners should demonstrate some quality checking skills such as; using built in spelling and grammar facilities and visual quality check such as, making sure images are not distorted and text is consistent and proof reading own work. Learners may benefit from seeking feedback from peers and/or tutors if appropriate.

3.6 Respond appropriately to quality problems with documents so that outcomes meet needs.

Learners should be able to respond appropriately to quality problems within their documents to ensure they meet needs and free from errors. Learners respond to quality issues identified above in A/C 3.4 and use appropriately skills and tools to amend documents; such as using built in spelling and grammar facilities and visual quality check such as, making sure images are not distorted and text is consistent and proof reading own work.

Teaching Strategies and Learning Activities

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

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Interview/professional discussion
- Internet research / copies of items with relevant knowledge highlighted

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

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.