

**Learner Unit Achievement Checklist**

**SEG Awards Level 2 Certificate in Essential Skills for Further Study in Health Science Professions**

**603/4787/9**

###### SEG Awards Level 2 Certificate in Essential Skills for Further Study in Health Science Professions

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**L/504/9737 Barriers to Health**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify barriers that prevent equal access to health care.  **1.2** Outline the possible effects of the identified barriers on the health of an identified group.  **1.3** Describe how the identified barriers may affect the work of a health care professional. |  |  |  |  |

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**J/507/0733 Chemistry of Life**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the electron configuration of the major organic elements. |  |  |  |  |
| **2.1** Identify the chemicals of greatest importance in organisms. |  |  |  |  |
| **3.1** Describe the structures and bonds in the polymerisation of macromolecules including their associated monomers. |  |  |  |  |
| **4.1** Identify the occurrence and use of macromolecules in organisms. |  |  |  |  |
| **5.1** Describe factors which affect normal enzyme action with reference to enzyme structure. |  |  |  |  |
| **6.1** Identify the role of enzymes in metabolic pathways using an example such as respiration. |  |  |  |  |

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**K/507/0739 Co-ordination of the Human Body**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the structure and function of sensory, relay and motor neurones and their role in a simple spinal reflex.  **1.2** Identify the main parts of the human nervous system including the brain.  **1.3** Describe the nerve impulse in terms of generation of action potential and changes in membrane permeability.  **1.4** Outline the mechanism of transmission at the synapse.  **1.5** Describe the role of neurotransmitters. |  |  |  |  |
| **2.1** Describe the structure and function of the main parts of the eye.  **2.2** Describe the transmissive and refractive properties of the eye.  **2.3** Illustrate the role of the rods and cones in monochromatic and trichromatic vision.  **2.4** Describe how visual acuity is affected. |  |  |  |  |
| **3.1** Illustrate the structure and function of the main parts of the ear.  **3.2** Describe the transmission and recognition of sound waves. |  |  |  |  |

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**M/502/4555 Database Software**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify the components of a database design.  **1.2** Describe the field characteristics for the data required.  **1.3** Create and modify database tables using a range of field types.  **1.4** Describe ways to maintain data integrity.  **1.5** Respond appropriately to problems with database tables.  **1.6** Use database tools and techniques to ensure data integrity is maintained. |  |  |  |  |
| **2.1** Create forms to enter, edit and organise data in a database.  **2.2** Select and use appropriate tools and techniques to format data entry forms.  **2.3** Check data entry meets needs, using IT tools and making corrections as necessary.  **2.4** Respond appropriately to data entry errors. |  |  |  |  |
| **3.1** Create and run database queries using multiple criteria to display or amend selected data.  **3.2** Plan and produce database reports from a single table non-relational database.  **3.3** Select and use appropriate tools and techniques to format database reports.  **3.4** Check reports meet needs, using IT tools and making corrections as necessary. |  |  |  |  |

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**T/504/9490 Developing meeting skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe a range of reasons and purposes for holding meetings.  **1.2** Describe the purpose and structure of an agenda and a meeting minute and how these can differ for different types of meeting.  **1.3** Describe the importance of agendas and taking notes and recording outcomes for meetings. |  |  |  |  |
| **2.1** Describe the types of information and documentation that may be needed at a meeting.  **2.2** Describe the role of the Chair and the note-taker in the meeting.  **2.3** Describe the purpose and format of the meeting and the key issues to be discussed. |  |  |  |  |
| **3.1** Make clear contributions at a meeting which are relevant to the matters being discussed.  **3.2** Demonstrate appropriate behaviours and interactions with others at the meeting.  **3.3** Communicate in a style appropriate to the purpose and level of formality of the meeting. |  |  |  |  |

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**Y/504/8798 Eating Disorders**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify eating disorders.  **1.2** Explain the identified eating disorders.  **1.3** Explain the signs and symptoms of the identified eating disorders.  **1.4** Explain the possible effects of having an eating disorder. |  |  |  |  |
| **2.1** Explain things that can have a positive effect on an individual.  **2.2** Explain issues that may have a negative impact upon an individual.  **2.3** Explain reasons for eating. |  |  |  |  |

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**Y/504/8963 Health Promotion in Care Settings**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** 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: rest healthy eating exercise safe sex smoking alcohol drugs contact with a social world home/working environments. |  |  |  |  |
| **3.1** Identify situations where the care workers’ standards may differ from those of: the individual other colleagues.  **3.2** Discuss the potential conflict that these differences could cause.  **3.3** Explain ways of working through these conflicts. |  |  |  |  |
| **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. |  |  |  |  |

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**M/505/0377 Health Psychology**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** Describe the medical model approach to health.  **2.2** Describe the advantages and disadvantages of the medical model 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. |  |  |  |  |

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**K/504/9762 Human Health and Disease**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define the terms infectious disease and pathogen.  **1.2** List the characteristics of: viruses bacteria fungi protoctista. |  |  |  |  |
| **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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |

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**L/507/0748 Human Life Processes**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the characteristics of living organisms.  **1.2** Describe the structure of a human cell.  **1.3** Describe the main functions of a human cell. |  |  |  |  |
| **2.1** Outline the main constituents of human blood.  **2.2** Describe the functions of the main constituents of human blood.  **2.3** Describe the features of the human circulatory system. |  |  |  |  |
| **3.1** Describe the features of the human digestive system.  **3.2** Explain how proteins, fats and carbohydrates are broken down.  **3.3** Describe how proteins, fats and carbohydrates are absorbed. |  |  |  |  |

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**M/504/9763 Human Physiology**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify the levels of organisation in the human body.  **1.2** Name the main body systems. |  |  |  |  |
| **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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |
| **4.1** Describe the regulation of blood glucose by the pancreas. |  |  |  |  |

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**F/507/0746 Human Sex and Reproduction**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Outline the structure and function of the human male and female reproductive systems. |  |  |  |  |
| **2.1** Describe the human menstrual cycle. |  |  |  |  |
| **3.1** Describe the process of production of haploid gametes.  **3.2** Compare similarities and differences between male and female systems.  **3.3** Outline the process of fertilisation. |  |  |  |  |
| **4.1** Describe a range of contraception methods. |  |  |  |  |
| **5.1** Describe contemporary issues in human reproduction. |  |  |  |  |

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**H/504/7783 Interpersonal Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** Identify signs and symptoms of stress in self.  **2.2** Describe strategies for managing own stress. |  |  |  |  |
| **3.1** Describe different types of criticism.  **3.2** Describe real situations showing the use of appropriate criticism. |  |  |  |  |
| **4.1** Describe the application of body language in real situations. |  |  |  |  |
| **5.1** Describe how to respond to: aggressive behaviour passive behaviour assertive behaviour.  **5.2** Describe real situations which illustrate confident behaviour. |  |  |  |  |

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**T/503/2866 Interview Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Present an appearance and dress code that conforms to interview requirements.  **1.2** Demonstrate punctuality for the interview.  **1.3** Introduce self at the interview location.  **1.4** Give the name or job role/title of the interviewer during introductions. |  |  |  |  |
| **2.1** Give responses to clarify an interviewer’s questions if they are unclear.  **2.2** Give responses which provide answers to the questions asked by the interviewer.  **2.3** Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course. |  |  |  |  |
| **3.1** Describe what went well in the interview.  **3.2** Describe what did not go well in the interview.  **3.3** Suggest ways of improving own performance in a future interview. |  |  |  |  |

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**K/505/1995 Introduction to Health Studies**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe what is studied in health studies. |  |  |  |  |
| **2.1** Describe different explanatory models of health and ill health.  **2.2** Describe how different models of health and ill health may affect practice. |  |  |  |  |
| **3.1** Describe the purpose of health studies. |  |  |  |  |
| **4.1** Describe research methods used in health studies. |  |  |  |  |
| **5.1** Describe how findings in health research may be applied in practice. |  |  |  |  |
| **6.1** Describe different careers available in health. |  |  |  |  |
| **7.1** Describe the skills and qualities needed to work in a specific career in health.  **7.2** Assess own skills and qualities in terms of pursuing a specific career in health. |  |  |  |  |

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**Y/505/4682 Life Processes and Living Things**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define key attributes of living organisms.  **1.2** Describe growth and reproductive strategies of selected organisms. |  |  |  |  |
| **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. |  |  |  |  |
| **3.1** Describe the process of monohybrid inheritance.  **3.2** Describe the principles of natural and artificial selection. |  |  |  |  |
| **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. |  |  |  |  |
| **5.1** Describe the structure and function of a key plant system. |  |  |  |  |
| **6.1** Describe the structure and function of a key animal system. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**M/504/8970 Nutrition Performance and Healthy Eating**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** Discuss the concept of a balanced diet.  **2.2** Describe different sorts of diets.  **2.3** Discuss ways of promoting healthy eating. |  |  |  |  |
| **3.1** Describe the principles of: fat weight loss lean weight gain weight maintenance.  **3.2** Describe the links between exercise and weight control.  **3.3** Design practical exercise sessions. |  |  |  |  |
| **4.1** Explain why a balanced diet is required to maximise performance. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**K/504/9759 Physiology and Exercise**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |
| **4.1** List the effects of different types of training on: The respiratory system The cardiovascular system The muscular/skeletal system. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**L/505/1262 Recognising Issues of Substance Misuse**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/504/9702 Resources for Nursing**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Give the appropriate formula to calculate the volume of a required dose.  **1.2** Give the appropriate formula to calculate the number of tablets required.  **1.3** Give the appropriate formulae to calculate dose for weight. |  |  |  |  |
| **2.1** Graphically produce conversion tables.  **2.2** Calculate conversions between the following: Centigrade/Fahrenheit Imperial/Metric.  **2.3** Interpret the relevant data found in graphs and charts. |  |  |  |  |
| **3.1** Calculate the solution strengths from a given ratio.  **3.2** Calculate the solution strengths from a given percentage.  **3.3** Make dilution calculations based upon a given strength. |  |  |  |  |
| **4.1** Calculate the number of capsules/tablets in a stated dosage.  **4.2** Calculate the volume of a given liquid in stated dosage. |  |  |  |  |
| **5.1** Calculate the drip and flow rates over a specified time period. |  |  |  |  |
| **6.1** Perform basic mathematical calculations. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/504/9764 Skeleton and Muscles**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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: tendons ligaments cartilage. |  |  |  |  |
| **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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**H/504/8965 Understanding Mental Health**

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| --- | --- | --- | --- | --- |
| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** Describe management and treatment approaches that may be used in mental illnesses.  **2.2** Compare the strengths and weaknesses of the different approaches described. |  |  |  |  |
| **3.1** Describe obvious signs of aggressive behaviour.  **3.2** Explain causes of aggressive behaviour.  **3.3** Describe different ways of defusing and controlling volatile situations. |  |  |  |  |
| **4.1** Outline therapeutic verbal and non-verbal communication skills used in mental health.  **4.2** Give an example of the use of skills, describing own strengths and weaknesses. |  |  |  |  |
| **5.1** Identify the different agencies working in 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. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**D/504/8589 Understanding the Physical Development of Children and Young People**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the physical development of children and how this relates to other aspects of their development. |  |  |  |  |
| **2.1** Describe with examples the requirements needed to promote the physical development of children. |  |  |  |  |
| **3.1** Know different approaches and equipment which can be used to promote both fine and gross motor skills. |  |  |  |  |
| **4.1** Describe how to maintain a safe environment whilst promoting the physical development of children. |  |  |  |  |
| **5.1** Describe strategies which could be used to overcome stereotyping when promoting physical development in children and young people. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**A/507/0728 Academic Writing Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Interpret either essay title, essay or research question, considering the following: instructional words topic words any particular focus required any additional factors to be considered. |  |  |  |  |
| **2.1** Develop a plan for a written response.  **2.2** Use the plan to develop a structured response, maintaining logical argument. |  |  |  |  |
| **3.1** Review and revise writing using academic conventions of: use of English language use of appropriate terminology. |  |  |  |  |
| **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. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/504/7495 Building a Personal Career Portfolio**

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| --- | --- | --- | --- | --- |
| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe how personal qualities, skills, abilities, experience and knowledge can help in achieving personal goals.  **1.2** Describe in detail own: personal qualities skills experience knowledge.  **1.3** Identify different types of information that can be used to evidence own: personal qualities skills experience knowledge.  **1.4** Select information that can be used to establish current relevance, adequacy and/or validity of own: personal qualities skills experience knowledge. |  |  |  |  |
| **2.1** Identify personal, educational and career opportunities for which a portfolio can be used.  **2.2** Assemble a portfolio to evidence own achievements and qualities. |  |  |  |  |
| **3.1** Identify the essential elements of a CV.  **3.2** Produce a structured general CV which includes key information.  **3.3** Modify own CV for a specific purpose. |  |  |  |  |
| **4.1** Identify personal goals.  **4.2** Explain personal goals.  **4.3** Develop an action plan to show how own personal goals are going to be achieved. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**M/504/7592 Critical Thinking**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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: assumptions stereotype biases.  **1.5** Describe why different standards are applied to evaluating arguments. |  |  |  |  |
| **2.1** Present an argument in a clear, logical, coherent way.  **2.2** Identify critical analysis in a group discussion. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**A/504/8275 Improving Own Learning and Performance**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |
| **4.1** 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. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**D/505/1976 Information Literacy**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify available information sources for specific purposes.  **1.2** Describe the tools which can be used to find information.  **1.3** Describe the benefits and limitations of different sources of information for specific purposes. |  |  |  |  |
| **2.1** Use techniques to clarify what information is required.  **2.2** Use techniques to search relevant information from different sources.  **2.3** Produce an action plan breaking down tasks and actions to be taken.  **2.4** Prepare criteria against which to assess the relevance of information. |  |  |  |  |
| **3.1** Search information sources with reference to information required for specific purposes.  **3.2** Assess located information against own devised criteria.  **3.3** Select, organise and store and label information for efficient retrieval. |  |  |  |  |
| **4.1** Combine and summarise information, ideas and data for specific purposes.  **4.2** Use an appropriate referencing system to acknowledge information sources.  **4.3** Communicate summarised information in a format suitable for audience and purpose. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**K/505/8915 Managing Your Own Learning**

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| --- | --- | --- | --- | --- |
| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe an important: personal achievement and explain how it was achieved personal skill and explain how it was learned 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. |  |  |  |  |
| **2.1** 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: cost duration attendance travel effect on other commitments.  **2.3** Assess the learning opportunity with reference to any support needed in the following areas: finance study skills literacy numeracy language childcare special needs dealing with personal matters information technology. |  |  |  |  |
| **3.1** Describe possible content of the learning programme taking into account the following factors: mode of learning the way in which he/she prefers to learn assessment and accreditation procedures 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 summary of the goals learning goal(s) the content and sequence of the learning programme a date for reviewing goals. |  |  |  |  |
| **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. |  |  |  |  |
| **5.1** 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. |  |  |  |  |
| **6.1** 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). |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/507/0744 Organisation and Evaluation of Study**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Demonstrate how to monitor and record own work. |  |  |  |  |
| **2.1** Use a plan to order and prioritise tasks to meet set deadlines. |  |  |  |  |
| **3.1** Describe a range of learning styles.  **3.2** Identify own learning style.  **3.3** Describe ways to improve own learning and performance. |  |  |  |  |
| **4.1** Describe own strengths and weaknesses.  **4.2** Use feedback from others to plan improvements or adapt work. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**F/505/2117 Plagiarism**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe different definitions of plagiarism.  **1.2** Describe the difference between plagiarism and copyright infringement. |  |  |  |  |
| **2.1** Give examples of contexts in which work might be plagiarised. |  |  |  |  |
| **3.1** Describe the types of activity that plagiarism includes.  **3.2** List different types of plagiarism. |  |  |  |  |
| **4.1** Describe the meaning of terms used in relation to plagiarism and its avoidance. |  |  |  |  |
| **5.1** Describe ways in which plagiarism can be avoided in own work. |  |  |  |  |
| **6.1** Use correct and appropriate citation methods in own work. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**M/504/8659 Practical Presentation Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Give reasons why presentations may be necessary.  **1.2** Describe the most common delivery styles and structures for presentations.  **1.3** Explain the importance of: preparation planning presentation performance.  **1.4** Describe the main elements that make up each of the above. |  |  |  |  |
| **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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |
| **4.1** 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. |  |  |  |  |
| **5.1** Assess own performance.  **5.2** Obtain feedback from audience.  **5.3** Identify areas for own improvement. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**L/504/8202 Research Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the methodology of research methods.  **1.2** Describe how different methods can be used for research purposes. |  |  |  |  |
| **2.1** Describe how to identify research aims for a relevant topic of research.  **2.2** Describe how to plan a research design model. |  |  |  |  |
| **3.1** Describe how to produce a research report that: uses a standard format presents information describes findings in relation to the research aims.  **3.2** Describe how to use an accepted method of referencing for source material. |  |  |  |  |
| **4.1** Describe the process for evaluating the outcomes of research. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**K/507/0742 Researching and Understanding Opportunities for Study in Higher Education**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Assess information about Higher Education study opportunities which relate to own interests and aspirations. |  |  |  |  |
| **2.1** Compare the advantages and disadvantages of a course in relation to own personal development, career aspirations and circumstances. |  |  |  |  |
| **3.1** Identify the abilities and skills to access a chosen graduate career path.  **3.2** Produce an action plan to develop the abilities and skills to access a chosen graduate career path. |  |  |  |  |
| **4.1** Assess the importance of life experiences and transferable skills to progress to Higher Education.  **4.2** Develop an outline application for entry into a Higher Education institution. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**A/505/2164 Working in a Group**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe, with examples, characteristics of effective groups.  **1.2** Describe possible advantages and disadvantages of working in a group.  **1.3** Give examples of roles played by members of a group. |  |  |  |  |
| **2.1** Use team working skills to plan group activities.  **2.2** Negotiate own role and contribution to group work.  **2.3** Negotiate the roles and contribution of group members.  **2.4** Negotiate ground rules when planning activities with a group. |  |  |  |  |
| **3.1** Work to a plan to carry out group activities.  **3.2** Respond appropriately to feedback on own contribution and group activity.  **3.3** Support others during group activities.  **3.4** Coordinate own work with that of others to complete group activities. |  |  |  |  |
| **4.1** Assess the activities completed by own group.  **4.2** Assess the performance of own group.  **4.3** Assess own performance as a group member. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**Y/504/8767 Aspects of Energy**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe reflection, refraction and dispersion.  **1.2** Give examples of their use.  **1.3** Distinguish between the properties of converging and diverging lenses. |  |  |  |  |
| **2.1** Describe simple kinetic theory.  **2.2** Distinguish between temperature and heat.  **2.3** Measure temperature and specific heat capacity. |  |  |  |  |
| **3.1** Build circuits involving cells, bulbs and switches and comment on the brightness in terms of current.  **3.2** Outline the meaning of potential difference, current and resistance using correct units.  **3.3** Perform simple calculations involving V=IR and P=IV to determine resistance and current. |  |  |  |  |
| **4.1** State the types of energy that exist in the physical world.  **4.2** State the principle of conservation of energy and use it to explain energy conversion processes. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**F/507/0732 Chemistry in Society**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the development over time of a topic in chemistry. |  |  |  |  |
| **2.1** Describe the chemistry of substances used in everyday life (e.g. fabrics, plastics, pharmaceuticals, cleaning agents, toiletries, cosmetics, fuels).  **2.2** Describe the chemistry behind a recent news story. |  |  |  |  |
| **3.1** Describe the occurrence and use of an element in modern life. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**Y/504/9482 Chemistry: Structure and Changes**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Using a given mass and atomic number, state the number of protons, neutrons and electrons in atoms and ions up to calcium.  **1.2** Construct electron shell diagrams for atoms up to calcium. |  |  |  |  |
| **2.1** Describe trends in physical properties in groups 0, 1 and 7.  **2.2** Explain typical reactions of the elements of groups 1 and 7 and their compounds. |  |  |  |  |
| **3.1** Define the characteristics of a chemical reaction.  **3.2** Define the characteristics of the following types of reaction: redox acid-base combustion precipitation.  **3.3** Explain the factors which affect the rate of a chemical reaction. |  |  |  |  |
| **4.1** Describe acids and alkalis in terms of ions formed, pH and the effects on indicators.  **4.2** Describe the reactions of dilute acids with metals, alkalis and carbonates. |  |  |  |  |
| **5.1** Construct simple formulae for molecules.  **5.2** Construct a balanced equation for types of chemical reaction. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**M/507/0743 Data Handling and Algebra**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Use a range of statistical terms appropriately.  **1.2** Use appropriate methods to obtain data.  **1.3** Use appropriate methods to organise and present data of different types, i.e., discrete and continuous.  **1.4** Calculate or estimate measures of central tendency and spread for different types of data.  **1.5** Interpret and draw conclusions from statistical diagrams and results. |  |  |  |  |
| **2.1** Use the vocabulary of probability.  **2.2** Find and interpret the probabilities of events in simple cases. |  |  |  |  |
| **3.1** Use letters to represent variables.  **3.2** Recognise a number pattern and make a generalisation.  **3.3** Represent a functional relationship on a graph.  **3.4** Construct, manipulate and solve equations. |  |  |  |  |
| **4.1** Select and use data handling methods to collect, process, represent, and interpret a variety of situations.  **4.2** Select and use algebraic methods to communicate and solve problems. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**D/504/8768 Fundamentals of Physics**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** State the meaning of relevant terms and give examples, e.g. mass, density and force.  **1.2** Give units and symbols and SI units.  **1.3** Convert to subunits and use exponential notations.  **1.4** Distinguish between scalar and vector quantities. |  |  |  |  |
| **2.1** Describe models of the atoms including the nucleus.  **2.2** Describe nuclear fission and nuclear fusion. |  |  |  |  |
| **3.1** Describe simple situations using the terms velocity and acceleration appropriately.  **3.2** Interpret velocity to time and displacement to time graphs.  **3.3** Determine the acceleration of a body moving under a constant force. |  |  |  |  |
| **4.1** Define density and carry out calculations of density accurately and in relevant units.  **4.2** Experimentally determine the density of regular and irregular solids. |  |  |  |  |
| **5.1** State Newton’s Laws and describes simple situations where they are applicable.  **5.2** Determine the net force of no more than two forces acting on a small rigid body and describe its effect. |  |  |  |  |

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**H/505/4684 Materials and their Properties**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |
| **4.1** Describe the progress of reaction in terms of kinetic theory.  **4.2** Describe factors affecting the rate of reaction. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**A/505/4030 Numeracy in Context - Planning a Mathematical Project**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** Organise the work into a series of manageable tasks.  **2.2** Select methods to use to complete the tasks. |  |  |  |  |
| **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. |  |  |  |  |
| **4.1** Interpret the results logically and concisely using mathematical language. |  |  |  |  |
| **5.1** Clearly state conclusions.  **5.2** Comment critically on the outcomes of the project, identifying how improvements could have been made. |  |  |  |  |

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**T/505/4687 Physical Processes**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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: the regulation of body temperature energy conservation in the home. |  |  |  |  |
| **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. |  |  |  |  |
| **3.1** Describe the forces acting on an object.  **3.2** Use Newton’s laws to explain changes in motion in one direction. |  |  |  |  |
| **4.1** Define: frequency wavelength amplitude period 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. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**L/504/9706 Ethical Issues in Social Policy**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain what is meant by ethics.  **1.2** Identify an ethical dilemma and the key issues surrounding it. |  |  |  |  |
| **2.1** Describe the key points of the legislation and policies relevant to the chosen ethical dilemma. |  |  |  |  |
| **3.1** Identify different views on the chosen ethical dilemma.  **3.2** Draw own conclusion(s). |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**R/505/2090 Introduction to Psychology**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe what is studied in psychology. |  |  |  |  |
| **2.1** Outline the main approaches in psychology.  **2.2** Describe two approaches in psychology. |  |  |  |  |
| **3.1** Describe research methods used in psychology.  **3.2** Describe why scientific methodology is important in psychology. |  |  |  |  |
| **4.1** Describe applications of psychology. |  |  |  |  |
| **5.1** Describe careers open to psychologists. |  |  |  |  |
| **6.1** Describe ethical considerations in psychology research. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**A/504/8843 Prejudice and Discrimination**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define the terms ‘prejudice’ and ‘discrimination’.  **1.2** Explain the difference between prejudice and discrimination. |  |  |  |  |
| **2.1** Describe different stereotypes.  **2.2** Outline positive and negative factors in relation to stereotypes. |  |  |  |  |
| **3.1** Examine how attitudes have been formed.  **3.2** Identify ways in which attitudes may be challenged. |  |  |  |  |
| **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. |  |  |  |  |
| **5.1** Explain the meaning of Equal Opportunities.  **5.2** Describe the value of Equal Opportunities Policies. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**F/505/3297 Principles of Safeguarding and Protection in Health and Social Care**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define the following types of abuse: physical abuse sexual abuse emotional/psychological abuse financial abuse institutional abuse self-neglect neglect by others.  **1.2** Identify the signs and/or symptoms associated with each type of abuse.  **1.3** Describe factors that may contribute to an individual being more vulnerable to abuse. |  |  |  |  |
| **2.1** Explain the actions to take if there are suspicions that an individual is being abused.  **2.2** Explain the actions to take if an individual alleges that they are being abused.  **2.3** Identify ways to ensure that evidence of abuse is preserved. |  |  |  |  |
| **3.1** Identify national policies and local systems that relate to safeguarding and protection from abuse.  **3.2** Explain the roles of different agencies in safeguarding and protecting individuals from abuse.  **3.3** Identify reports into serious failures to protect individuals from abuse.  **3.4** Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse. |  |  |  |  |
| **4.1** Explain how the likelihood of abuse may be reduced by: working with person centred values encouraging active participation promoting choice and rights.  **4.2** Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse. |  |  |  |  |
| **5.1** Describe unsafe practices that may affect the well-being of individuals.  **5.2** Explain the actions to take if unsafe practices have been identified.  **5.3** Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**D/504/9709 The Sociology of Health**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the differences between biomedical and social conceptions of health. |  |  |  |  |
| **2.1** Outline the views on mental illness offered by the approaches of: Social Realism Social Construction Labelling Theorists. |  |  |  |  |
| **3.1** Explain sociological views on the role of medical professionals in society. |  |  |  |  |

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**R/504/8525 Understanding Child Protection Theory**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe with examples the universal needs of children.  **1.2** Describe how these needs become rights. |  |  |  |  |
| **2.1** Describe signs and symptoms of different forms of possible abuse.  **2.2** Describe the effects abuse can have on children. |  |  |  |  |
| **3.1** Describe the importance of responding professionally to a child’s disclosure of abuse. |  |  |  |  |
| **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. |  |  |  |  |
| **5.1** Describe with examples family circumstances which may result in abusive situations. |  |  |  |  |
| **6.1** Describe the roles and responsibilities of key professionals in relation to child protection. |  |  |  |  |
| **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. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**F/504/8505 Understanding Diversity within Society**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain what is meant by the term ‘diversity’.  **1.2** Distinguish between a range of diverse groups. |  |  |  |  |
| **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. |  |  |  |  |
| **3.1** Describe similarities across a range of different groups. |  |  |  |  |
| **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. |  |  |  |  |
| **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. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**A/504/9362 Work Experience**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify their expectations and goals for the work experience placement.  **1.2** Describe their responsibilities in the work experience role and where these lie within the organisation. |  |  |  |  |
| **2.1** Work effectively with colleagues in the organisation.  **2.2** Observe and apply appropriate organisational procedures and practices when working. |  |  |  |  |
| **3.1** Review their working practice.  **3.2** Describe how the work experience relates to their original expectations and goals.  **3.3** Identify ways in which the experience will contribute to their future learning and development. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**R/505/5121 Young People Law and Order**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify crimes commonly committed by young people.  **1.2** Describe factors that may contribute to the involvement of young people in crime. |  |  |  |  |
| **2.1** Describe the consequences of two given crimes for: the victim the offender identified/name of others. |  |  |  |  |
| **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. |  |  |  |  |
| **4.1** Assess arguments for and against custodial sentences.  **4.2** Explain the advantages and disadvantages of two alternative forms of sentence. |  |  |  |  |
| **5.1** Describe how local agencies work together to provide support for young offenders and their victims. |  |  |  |  |

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