

**Learner Unit Achievement Checklist**

**SEG Awards Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences**

**603/4788/0**

###### SEG Awards Level 2 Certificate in Essential Skills for Further Study in Humanities and Social Sciences

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

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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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**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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**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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**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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**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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**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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**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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**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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**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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**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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**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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**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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**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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**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.

**A/617/6624 British History**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify the key issues in a given historical theme. |  |  |  |  |
| **2.1** Identify the key issues in a given period of British History. |  |  |  |  |
| **3.1** Outline different cultural developments taking place within a particular theme. |  |  |  |  |
| **4.1** Outline different social developments taking place within a period in British History. |  |  |  |  |
| **5.1** Define different political developments taking place within a particular historical theme. |  |  |  |  |
| **6.1** Define different economic developments taking place within a particular period in British History. |  |  |  |  |

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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/617/6709 Business and the Economy**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify possible causes of: economic growth inflation unemployment. |  |  |  |  |
| **2.1** Explain how companies may respond to changes in economic growth.  **2.2** Describe effects that inflation may have on companies.  **2.3** Identify the strategies that companies may use to deal with the effects of inflation.  **2.4** Describe the effects of increased unemployment on a company. |  |  |  |  |

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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/504/9689 Business Finance**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify different internal sources of finance for particular business needs.  **1.2** Identify different external sources of finance for particular business needs. |  |  |  |  |
| **2.1** Explain how capital investment appraisal is used to make a particular investment decision. |  |  |  |  |
| **3.1** Explain how cost benefit analysis is used to make a particular investment decision. |  |  |  |  |

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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/617/6652 Contemporary British Political Ideologies**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Outline two or three definitions of politics. |  |  |  |  |
| **2.1** Identify the prominent political parties in contemporary British Politics.  **2.2** Briefly outline the key beliefs of the identified political parties. |  |  |  |  |
| **3.1** Explain the policies of two prominent political parties in relation to a current issue in British politics. |  |  |  |  |

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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/617/6625 Crime and Deviance**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the social construction of concepts of crime and deviance.  **1.2** Compare a variety of sociological perspectives on the social construction of crime (e.g. anomie, labelling, subcultural theories).  **1.3** Explain the problematic nature of defining deviance using a range of sociological theories. |  |  |  |  |
| **2.1** Describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age.  **2.2** Analyse explanations of one criminal and deviant behaviour that has led to public debate.  **2.3** Analyse how crime and deviance is presented in the media. |  |  |  |  |
| **3.1** Explain the main sources of data on crime.  **3.2** Identify patterns and trends in crime figures using relevant statistical data. |  |  |  |  |

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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.

**J/617/6626 Crime and Society**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain different theoretical approaches to crime, such as: functionalism, Marxism, interactionism, labelling, anomie, structural theories. |  |  |  |  |
| **2.1** Describe patterns of social division within crime and criminality e.g. social class, ethnicity gender and age. |  |  |  |  |
| **3.1** Summarise methods of collecting crime statistics.  **3.2** Outline the uses of crime statistics.  **3.3** Analyse how crime statistics are represented in the media. |  |  |  |  |
| **4.1** Summarise the range of societal reactions to crime and deviance.  **4.2** Analyse explanations of one area of criminal and deviant behaviour that has led to public debate. |  |  |  |  |

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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/504/9704 Development of Social Policy**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the main features of the Poor Law (1834).  **1.2** Explain its influence on social policy today. |  |  |  |  |
| **2.1** Describe significant factors influencing the development of social policy in the late nineteenth and early twentieth century. |  |  |  |  |

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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/617/6713 Developmental Psychology**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Outline key aspects of the nature/nurture debate in relation to human development. |  |  |  |  |
| **2.1** Describe the differences between two relevant theories of the development of attachment.  **2.2** Explain possible physical and emotional impacts of a failure to develop attachments.  **2.3** Describe research findings related to the consequences of broken attachments.  **2.4** Outline research studies relating to the process of social development. |  |  |  |  |
| **3.1** Compare two theories of cognitive development.  **3.2** Identify two types of developmental delay linked to cognition. |  |  |  |  |
| **4.1** Assess how attachment theory has influenced professional child care practice.  **4.2** Assess how theories of cognitive development have informed education practice. |  |  |  |  |
| **5.1** Outline psychological changes that can accompany ageing.  **5.2** Describe research studies about the causes of psychological changes that can accompany ageing.  **5.3** Review research studies about the causes of psychological changes that can accompany ageing.  **5.4** Identify current recommended measures that can impact on successful ageing. |  |  |  |  |

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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.

**L/617/6630 European History**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify the key issues in a historical theme.  **1.2** Identify the key issues in a period in European History. |  |  |  |  |
| **2.1** Outline different social developments taking place within a particular theme.  **2.2** Outline different social developments taking place within a particular period in European History. |  |  |  |  |
| **3.1** Outline different cultural developments taking place within a particular theme.  **3.2** Outline different cultural developments taking place within a particular period in European History. |  |  |  |  |
| **4.1** Define different economic developments taking place within a particular historical theme.  **4.2** Define different economic developments taking place within a particular period in European History. |  |  |  |  |
| **5.1** Recognise different political developments taking place within a particular historical theme.  **5.2** Recognise different political developments taking place within a particular period in European History. |  |  |  |  |

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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/617/6631 Exploring Family**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe how relationships within families have changed historically. |  |  |  |  |
| **2.1** Explain at least a minimum of three sociological approaches to explain the role of the family in society.  **2.2** Analyse the impact of social policy on the family. |  |  |  |  |
| **3.1** Analyse the distribution of roles within the family. |  |  |  |  |

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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/617/6653 Exploring Industrialisation in Britain**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Outline key changes that characterised the industrial revolution in Britain. |  |  |  |  |
| **2.1** Explain how the industrial revolution impacted life in Britain. |  |  |  |  |

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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/617/6632 Exploring Perspectives in Psychology**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Outline at least two psychological perspectives.  **1.2** Review the key assumptions of the chosen psychological perspectives.  **1.3** Summarise the work of key theorists relating to each of the chosen psychological perspectives. |  |  |  |  |
| **2.1** Outline the similarities between at least two perspectives in psychology.  **2.2** Outline the differences between at least two perspectives in psychology.  **2.3** State the main research methods that are used within the two chosen perspectives. |  |  |  |  |
| **3.1** Describe the application of two psychological perspectives to contemporary issues in psychology. |  |  |  |  |

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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/617/6633 Exploring Sociological Explanations**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe two structures of society.  **1.2** Explain the impact of two structures on people and their lives. |  |  |  |  |
| **2.1** Compare ‘common sense’ and Sociological explanations of everyday life. |  |  |  |  |
| **3.1** Summarise at least two contemporary topics related to theoretical perspectives in sociology. |  |  |  |  |

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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/617/6703 Exploring Stereotyping and the Media**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify current examples of three different aspects of stereotyping in the media.  **1.2** Explain the potential impact of one of the aspects of stereotyping within the media on a section of society. |  |  |  |  |
| **2.1** Explain how historical stereotyping in the media has been influential in the development of social or political aspects of society. |  |  |  |  |
| **3.1** Choose three different aspects and explain the theory of using stereotyping in the media. |  |  |  |  |

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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/504/9742 Introduction to History**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain what is meant by: primary sources 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. |  |  |  |  |
| **2.1** Explain the effect of bias in historical writing. |  |  |  |  |

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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/617/6636 Introduction to Humanities**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define the term humanities.  **1.2** Describe the subjects that may be included in humanities study. |  |  |  |  |
| **2.1** Describe how culture and context impact on humanities study.  **2.2** Describe current debates relating to the study of humanities. |  |  |  |  |
| **3.1** Illustrate methods and approaches used in humanities study. |  |  |  |  |
| **4.1** Describe, with examples, how humanities study may impact on own life and work. |  |  |  |  |
| **5.1** Describe how the study of humanities may impact on cultural and global issues. |  |  |  |  |
| **6.1** Select an area of study in a humanities subject.  **6.2** Apply appropriate methods to research a humanities question.  **6.3** Report on own humanities research findings. |  |  |  |  |

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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/617/6638 Introduction to Social Work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain what is studied in social work. |  |  |  |  |
| **2.1** Explain the purpose of social work. |  |  |  |  |
| **3.1** List principles of social work. |  |  |  |  |
| **4.1** Describe how social work principles affect practice. |  |  |  |  |
| **5.1** Describe different careers available in social work. |  |  |  |  |
| **6.1** Describe the skills and qualities needed to work in a specific career in social work.  **6.2** Assess own skills and qualities in terms of pursuing a specific career in social 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.

**Y/504/9711 Introduction to Sociology**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe a range of sociological topics. |  |  |  |  |
| **2.1** Describe a range of sociological theories.  **2.2** Compare the key differences between sociological theories. |  |  |  |  |
| **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. |  |  |  |  |

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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/617/6650 Poverty in Contemporary Britain**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Outline two or more definitions of poverty. |  |  |  |  |
| **2.1** Describe the differences between poverty in contemporary Britain and poverty in another period in British history. |  |  |  |  |
| **3.1** Explain approaches of measuring poverty. |  |  |  |  |
| **4.1** Prove various arguments as to why certain groups experience poverty. |  |  |  |  |
| **5.1** Outline current policies for tackling poverty in Britain. |  |  |  |  |

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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.

**T/505/0378 Psychology**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define the following terms in relation to psychology: falsifiable verifiable theoretical approach. |  |  |  |  |
| **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. |  |  |  |  |
| **3.1** Describe different psychological methods of investigation. |  |  |  |  |

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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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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/617/6649 The Welfare State**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Outline the origins of the welfare state. |  |  |  |  |
| **2.1** Explain the role of the main welfare providers in the welfare state. |  |  |  |  |
| **3.1** Outline the differences in the main UK political parties’ policies regarding their views on welfare. |  |  |  |  |

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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/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.

**K/617/6702 Understanding Equal Opportunities**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Give examples of oppression highlighted by the national or international media.  **1.2** Give examples of discrimination which may be occurring in own community. |  |  |  |  |
| **2.1** Give examples of instances where there is equal opportunity. |  |  |  |  |
| **3.1** Give examples of unacceptable language.  **3.2** Consider own language and identify ways to ensure it is non-discriminatory.  **3.3** Give examples of unacceptable behaviour.  **3.4** Consider own behaviour and identify ways to ensure it is non-discriminatory. |  |  |  |  |
| **4.1** Identify two support agencies in their area and identify how these can help with issues related to equality of opportunity and discrimination. |  |  |  |  |

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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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**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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